DOCUMENT RESUME

ED 259 894 SE 045 858

TITLE	Connecticut Basic Skills Proficiency Test 1982-33. Mathematics, Basic Writing Skills in the Language Arts, Reading. Summary and Interpretations.
INSTITUTION	Connecticut State Board of Education, Hartford.
REPORT NO	BRPE-83-13A
PUB DATE	May 83
NOTE	49p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Achievement Rating; Basic Skills; Educational Assessment; *Grade 9; High Schools; Language Arts; *Mathematics Achievement; *Mathematics Skills; Minimum Competency Testing; *Reading Achievement; *Test Results; Writing Evaluation; *Writing Skills
IDENTIFIERS	*Connecticut

ABSTRACT

The Connecticut Statewide Basic Skills Proficiency Test is required for all ninth-grade students in Connecticut public schools, vocational-technical schools, and endowed or incorporated high schools and academies. The examination covers basic reading, language arts and mathematics skills. Students who score below the level of expected performance must be retested annually in the nonproficient area(s) until they score at or above the statewide standard. This report describes the testing program and includes sections on: (1) test design; (2) test development procedures; (3) test administration and scoring; and (4) the October 1982 proficiency test results. The average scores of ninth grade students for 1982-83 improved in all areas over the previous year. Mathematics scores, which have been consistently lower than the other skill areas tested, showed the most dramatic improvement over a 2-year period. Summaries for the 1982-83 test results are contained in the appendix. (ML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 253894

Oct. 1982

CERA

BEST COPY AVAILABLE

CONNECTICUT BASIC SKILLS PROFICIENCY TEST 1982-83

- MATHEMATICS
- BASIC WRITING SKILLS IN THE LANGUAGE ARTS
- READING

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G.N. Tirozzi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Summary and Interpretations

STATE OF CONNECTICUT BOARD OF EDUCATION

SE 045 858

Connecticut State Board of Education

June K. Goodman, Chairwoman

James J. Szerejko, Vice-Chairman

A. Walter Esdaile

Warren J. Foley

Roberto Fuentes

Abraham Glassman

Rita L. Hendel

John F. Mannix

Julia Rankin

Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education

Joseph R. Galotti
Acting Commissioner of Education

For further information, contact Dr. Peter Behuniak (203-566-7232) at the Connecticut State Department of Education, Box 2219, Hartford, CT 06145.

CONNECTICUT BASIC SKILLS PROFICIENCY TEST 1982-83

- MATHEMATICS
- BASIC WRITING SKILLS IN THE LANGUAGE ARTS
- READING

Summary and Interpretations

STATE OF CONNECTICUT BOARD OF EDUCATION

May, 1983

Annual Report Series: BRPE-83-13A

STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

The EERA Basic Skills Proficiency Test, given for the fourth time in 1982-83, provides us with valuable information which can be used to help Connecticut students. The test is designed to identify those students who may need remedial help in the basic skills by measuring minimum competency levels in the reading, mathematics and writing skills.

Through the partnership of the State Department of Education and local and regional school districts, the administration of the test is proceeding extremely well. The success of the EERA program, mandated by the General Assembly in 1978, depends upon such continuing cooperation.

We can find encouragement in the fact that not only have the vast majority of our students demonstrated proficiency in the basic skills but that the average scores of ninth grade students on this most recent test administration improved in all areas over the previous year. In addition, student performance in 1982-83 was better in all areas than it was two years ago. Mathematics scores, which have been consistently lower than the other skill areas tested, showed the most dramatic improvement over the two year period.

The results of the basic skills test, along with the EERA testing required in the lower grades, will provide us with a statewide information base on all students entering high school. The value of the test can be found in the efforts being made, in local districts, to help those students identified in need of special assistance.

These efforts are now in place in school districts throughout Connecticut. We, at the State Department of Education, continue to be available to local districts to assist in enhancing those efforts.

Joseph R. Galotti

Acting Commissioner of Education

EERA ADVISORY COMMITTEE

Ms. June K. Goodman, *Chairwoman, Connecticut State Board of Education*
Ms. Nora Anthony, *Connecticut League of Women Voters*
Ms. Sophie Jaffe Banasiak, *Connecticut State Labor Council*
Dr. Robbins Barstow, *Connecticut Education Association*
Ms. June D. Carroll, *Connecticut State Federation of Teachers*
Dr. David G. Carter, *Associate Dean, School of Education, University of Connecticut*
Ms. Julie Carter, *Connecticut Association of Pupil Personnel Administrators*
Mr. Jorge Dominguez, *Connecticut Association of School Psychologists*
Dr. Delbert G. Eberhardt, *Coordinator, Research & Evaluation, Greenwich*
Dr. Victor H. Ferry, *Elementary School Principals Association of Connecticut*
Dr. Vincent J. Glennon, *Professor of Education (Mathematics), University of Connecticut*
Mr. Lubbie Harper, Jr., *Urban Education Representative*
Dr. Hilda L. Jay, *Connecticut Educational Media Association*
Mr. Harry Levitin, *Association of Teachers of Mathematics*
The Honourable Geil Orcutt, *State Representative*
Dr. Rossalie Pinkham, *Professor of Language Arts, Southern Connecticut State College*
Mr. Nelson P. Quinby, *Connecticut Association for Supervision & Curriculum Development*
Ms. Mary Russo, *Connecticut Association for Reading Research*
Ms. Mae Schmidle, Ms. Kathleen Slanski, *Parent-Teacher Association*
Dr. Ruth Schwartz, *Connecticut Council of Teachers of English*
Ms. Charlotte J. Sharp, *Association of Reading Councils of Connecticut*
Mr. John F. Shine, *Connecticut Association of Secondary Schools, Inc.*
Dr. Betty J. Sternberg, *Regional Education Service Centers*
Mr. Carlos Toro, *Title I Parent Advisory Council*
Dr. Richard D. Veltri, *Connecticut Association of Boards of Education*
Ms. Anne Wingate, *Connecticut Business and Industry Association*
Dr. Marvin H. Yaffe, *Connecticut Association of School Administrators*

ACKNOWLEDGEMENTS

MATHEMATICS SUBCOMMITTEE

Mr. Harry Levitin, *Chairperson*
Dr. Tom Andreoli, *East Hartford Public Schools*
Ms. Constance Beaudry, *West Hartford Public Schools*
Ms. Nancy Cetorelli, *Stratford Public Schools*
Mr. Edward Croteau, *New London Public Schools*
Mr. Tom Day, *Farmington Public Schools*
Dr. Russ Dobelstein, *Ellington Public Schools*
Mr. Leroy Dupee, *Bridgeport Public Schools*
Mr. Roger Fiondella, *Guilford Public Schools*
Ms. Gloria Francesconi, *Trumbull Public Schools*
Mr. Robert Gregorski, *Regional School District 15*
Ms. Sally Hammond, *Middlefield Public Schools*
Ms. Sara Harrigan, *Wethersfield Public Schools*
Mr. Don Hastings, *Monroe Public Schools*
Mr. Phillip Hyde, *Manchester Public Schools*
Mr. Ben Kupcho, *Regional School District 13*
Ms. Earlene Patrick, *Hartford Public Schools*
Ms. Virginia Planinshek, *Eli Whitney Reg. Voc. Tech. School, Hamden*
Dr. Richard Veltri, *Connecticut Association of Boards of Education, Hartford*
Ms. Maureen Walsh, *Berlin Public Schools*
Mr. Steven Leinwand, *Connecticut State Department of Education Liaison*

LANGUAGE ARTS SUBCOMMITTEE

Dr. Joan Kerelejza, *Chairperson, West Hartford Public Schools*
Ms. Marion D. Bradley, *North Branford Public Schools*
Mr. Jerry Brooker, *Westport Public Schools*
Ms. Evelyn Burack, *Westport Public Schools*
Mr. Martin C. Bush, *Hartford Public Schools*
Mr. Wendell Davis Sr., *Killingly Public Schools*
Ms. Laura Ferrante-Fernandes, *New Haven Public Schools*
Mr. Robert Fitzgerald, *Madison Public Schools*
Mr. Edgar Flynn, *H.C. Wilcox Reg. Voc. Tech. School, Meriden*
Ms. Marguerite Fuller, *Norwalk Public Schools*
Mr. Louis Haddad, *Ashford Public Schools*
Dr. Elizabeth Hahn, *Southern Connecticut State College*
Mr. Gilbert Hunt, *Manchester Public Schools*
Ms. Sandra J. Klinkoski, *Meriden Public Schools*
Ms. Virginia Lity, *Bridgeport Public Schools*
Mr. Charles B. Phelps, *Danbury Public Schools*
Dr. Rossalie Pinkham, *Southern Connecticut State College, New Haven*
Dr. Ruth Schwartz, *New Haven Public Schools*
Mr. John Shine, *Avon Public Schools*
Ms. Diane Shugert, *Central Connecticut State College, New Britain*
Ms. Geraldine Smith, *Canton Public Schools*
Mr. John Sutton, *Darien Public Schools*
Ms. Anne Wingate, *Connecticut Business and Industry Association, Hartford*
Ms. Carol Wright, *Hartford Public Schools*
Dr. Robert Kinder, *Connecticut State Department of Education Liaison*

READING SUBCOMMITTEE

Ms. Beatrice Wood, *Chairperson, Hartford Public Schools (Retired)*
Ms. Betty Chu, *Waterford Public Schools*
Ms. Adela Concepcion, *Hartford Public Schools*
Mr. John Delgreco, *Regional School District 1*
Ms. Mary Fisher, *Thompson Public Schools*
Mr. James W. Foley, *Waterbury Public Schools*
Ms. Hilda Jay, *Ridgefield Public Schools*
Dr. Judith Meagher, *University of Connecticut, Storrs*
Ms. Carol Parmelee, *Middletown Public Schools*
Dr. Frank M. Perry, *Newtown Public Schools*
Ms. Mary Russo, *E.O. Smith High School, Storrs*
Ms. Charlotte Sharp, *Farmington Public Schools*
Ms. Kathleen Slanski, *Parent-Teacher Association (Trumbull)*
Mr. David Wolansky, *Bloomfield Public Schools*
Dr. Robert Kinder, *Connecticut State Department of Education Liaison*

BIAS SUBCOMMITTEE

Ms. Aida Comulada, *Chairperson, New Haven Public Schools*
Ms. Constance Beaudry, *West Hartford Public Schools*
Dr. Clotean Brayfield, *C.R.E.C., Plainville*
Ms. Lillian Cruz, *Commission on Human Rights and Opportunities, Hartford*
Dr. Benjamin Dixon, *Bloomfield Public Schools*
Ms. M. Claudina Fabregas, *Bridgeport Public Schools*
Dr. Vincent J. Glennon, *University of Connecticut, Storrs*
Ms. Barbara Marshall, *Danbury Public Schools*
Dr. Ronald S. McMullen, *New Haven Public Schools*
Dr. James F. Mitchell, *Groton Public Schools*
Ms. Lyn Nevins, *Cooperative Educational Services, Norwalk*
Dr. Rosa Quesada, *University of Connecticut, Storrs*
Mr. Nelson Quinby, *Regional School District 9*
Mr. Armondo Tourron, *Stamford Public Schools*
Mr. David S. Wolansky, *Bloomfield Public Schools*
Ms. Carol Ann Wright, *Hartford Public Schools*
Ms. Eve Hendricks, *Connecticut State Department of Education Liaison*

PSYCHOMETRICS SUBCOMMITTEE

Dr. Delbert G. Eberhardt, *Chairperson, Greenwich Public Schools*
Dr. Thomas Andreoli, *East Hartford Public Schools*
Dr. Victor Ferry, *Waterford Public Schools*
Dr. Robert Gable, *University of Connecticut, Storrs*
Dr. Lawrence Giandomenico, *Berlin Public Schools*
Dr. Zandra Goldberg-Gratz, *Stamford Public Schools*
Dr. William Love, *Life Insurance, Marketing and Research Association, Hartford*
Dr. Michael L. Muro, *Norwalk Public Schools*
Ms. Frances Murray, *Bridgeport Public Schools*
Dr. Raymond Pecheone, *Connecticut State Department of Education*
Dr. Marvin Yaffe, *Thomaston Public Schools*
Dr. Peter Prowda, *Connecticut State Department of Education Liaison*

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
	Overview	1
	Purpose and Background	1
	Implementation	3
II.	DESIGNING THE TESTS	4
	Identifying the Content of the Test	4
	Description of the Mathematics Test	4
	Description of the Basic Writing Skills in the Language Arts Test	5
	Description of the Reading Test	6
III.	TEST DEVELOPMENT PROCEDURES	8
	Item Development and Review	8
	The Pilot Test	8
	Setting the Statewide Level of Expected Performance (SLOEP)	9
IV.	TEST ADMINISTRATION AND SCORING	11
	Test Administration	11
	Scoring of the Language Arts and Mathematics Tests	11
	Scoring of the Writing Sample	12
	Scoring of the Reading Test	14
V.	OCTOBER 1982 PROFICIENCY TEST RESULTS	15
	Summary of Statewide Test Results	15
	Test Results by Type of Community	19
	Test Results by District	22
	Participation Rate Results	22
	Individual Student Report	22
	APPENDIX A	31
	Sample Papers Representing the Scoring Range for the Writing Sample	32

LIST OF TABLES AND FIGURES

		Page
TABLE 1:	Connecticut Basic Skills Proficiency Test Results: October 1982 Statewide Summary Report: Grade 9, All Districts	15
FIGURE 1:	Comparison of Statewide Results for the EERA Basic Skills Proficiency Test: October 1980, 1981 and 1982 Administrations	17
TABLE 2A:	Summary of EERA Basic Skills Proficiency Test Results for Six Types of Communities, Vocational-Technical Schools, and State: October 1982	20
TABLE 2B:	Number of Students Scored: October 1982	20
TABLE 3:	Number and Percent of Students Below SLOEP on One or More Subtests, by State and by Type or Community (TOC): October 1982	21
TABLE 4:	EERA Basic Skills Proficiency Test Results for Connecticut School Districts: October 1982	23
TABLE 5:	Participation Rates for Ninth-Grade Students by District: School Year 1982-83	27
FIGURE 2:	Individual Student Report	30

I. INTRODUCTION

Overview

The Connecticut Statewide Basic Skills Proficiency Test is required by the "Education Evaluation and Remedial Assistance" section 10-14n of the Connecticut General Statutes. This examination was administered for the first time in March of the 1979-80 school year and has subsequently been administered in October of the 1980-81, 1981-82, and 1982-83 school years. The law, which became effective July 1, 1978, requires that the State Board of Education administer an annual statewide proficiency examination in basic reading, language arts, and mathematics skills to all ninth-grade students in Connecticut's public schools, vocational-technical schools, and endowed or incorporated high schools and academies. In addition, Public Act 82-387, which was passed in June of 1982, requires that students who score below the Statewide Level of Expected Performance (SLOEP) on any part of the statewide proficiency test must be retested annually in the nonproficient area(s) until they score at or above the statewide standard. In October 1982, retesting of tenth-grade students who scored below the SLOEP on one or more parts of the test took place for the first time. This report describes the development of the test and summarizes the October 1982 test results for ninth-grade students. Results for tenth-grade students who were retested in one or more areas are reported in a separate addendum.

Purpose and Background

Purposes of the law. The act concerning Education Evaluation and Remedial Assistance (EERA), which requires, among other things, the statewide basic skills proficiency test, has eight basic purposes:

(1) to formalize a process of identifying those students in need of further diagnosis and possible remedial assistance in basic skills;

(2) to provide appropriate basic skills remedial assistance for students so identified;

(3) to maximize the number of students in Connecticut's schools who are proficient in the basic skills;

(4) to provide information to parents, instructors, students, and the public regarding the status of student proficiency in basic skills;

(5) to establish procedures at both the state and local levels for the effective use of test results;

(6) to provide school districts with information for use in assessing the progress of individual students over time;

(7) to provide the State Department of Education with information for use in assessing the progress of students and school districts over time; and

(8) to provide information upon which improvements in the general instructional program can be based.

The Basic Skills Proficiency Test is one important means of achieving the goals of EERA.

Use of the test. In enacting section 10-14n of the Connecticut General Statutes, the Connecticut General Assembly specified that the proficiency test should be used as a means of screening or identifying students who may be in need of help in acquiring basic skills proficiency, and that it should not serve as a requirement for promotion or graduation or as a diagnostic instrument. The test is administered as early as possible in a student's high school career in order to make the best use of the time available for providing remedial assistance to students who need it.

Fall versus spring testing. A March date was selected for the first year of testing in order to satisfy the legislation which required administration of the proficiency test during School Year 1979-80. An earlier date was not feasible given the timeline for test-development activities. However, the State Board of Education decided that, beginning with School Year 1980-81, all subsequent test administrations should take place in the early fall. The change to fall testing was made for the following reasons:

(1) to provide school districts with an additional six months for planning and/or providing remediation;

(2) to make test results available earlier in the year for district budget planning; and

(3) to reduce the likelihood of judgments being made which unfairly attribute accountability for identified failures to the ninth-grade instructional program.

Since the proficiency test was developed to assess K-8 skills and not ninth-grade learning, the change in the test date was not viewed as a problem. The change does have an effect on the use of test results, however, in that student performance on the March 1980 test is not directly comparable to performance on subsequent tests. For the future, October 1980 will be used as the baseline year for comparisons of proficiency test results.

Implementation

A Statewide Advisory Committee was appointed by the State Board of Education to assist the Department of Education in implementing EERA. Subcommittees were appointed in each of the three content areas (Mathematics, Language Arts, and Reading) to assist in identifying the specific skills upon which the proficiency test would be based and to assist in developing the test. A Test Bias Subcommittee and a Psychometrics Subcommittee were also appointed to assist in the development and review of the test. Committee members included specialists in the basic skills areas, representatives of the education community (elementary school through graduate school), and representatives of the general public. A list of the EERA Advisory Committee and the subcommittee members is presented at the beginning of this report.

During the 1979-80 school year, three phases of the development of the ninth-grade test were successfully completed:

PHASE I	Identifying the Content of the Test
PHASE II	Developing and Piloting the Test
PHASE III	Administering, Scoring, and Reporting the Results of the Test (March 1980)

In the 1980-81 school year, the same form of the test (Form A) was administered for a second time and subsequently released to the public. In the 1981-82 and 1982-83 school years, a parallel test form (Form B) was used. National Evaluation Systems (NES) of Amherst, Massachusetts, was the contract agency responsible for assisting the State Department of Education in developing and piloting Forms A and B and for administering, scoring, and reporting of results of the 1982-83 administration. The College Board of New York was responsible for developing and scoring the reading portion of the proficiency test. Westinghouse Data Score Systems administered and scored the test and reported the results during the 1981-82 school year.

II. DESIGNING THE TESTS

Identifying the Content of the Test

Lists of the specific skills (or objectives) to be assessed by the test were developed by the EERA Mathematics, Language Arts, and Reading Subcommittees in the spring of 1979. The skills lists, along with examples and sample items, as appropriate, were then reviewed by Connecticut citizens by means of a survey questionnaire and a series of public meetings.

Based on reviews of the survey results and the reactions and recommendations of people attending the public meetings, members of the three content-area subcommittees revised the skills lists (objectives). A description of the test and a complete list of the objectives for each content area is included below.

Description of the Mathematics Test

The mathematics portion of the proficiency test was composed of 65 test items, all in multiple-choice format. Students were given 70 minutes to complete the test. Listed below are the 37 objectives, or skills, which were identified for the mathematics portion of the test. The Mathematics Subcommittee selected the skills as representative, but not exhaustive, of the skills which should be taught prior to taking the basic skills proficiency test that are included within the broader categories of Computation, Concepts, and Problem Solving.

COMPUTATION

1. Add whole numbers.
2. Subtract whole numbers.
3. Multiply whole numbers.
4. Divide whole numbers (without remainders).
5. Add fractions and/or mixed numbers.
6. Subtract fractions and/or mixed numbers.
7. Multiply fractions and/or mixed numbers.
8. Divide fractions and/or mixed numbers.
9. Add decimal numbers.
10. Subtract decimal numbers.
11. Multiply decimal numbers.
12. Divide decimal numbers.
13. Find a percent of a given whole number.
14. Find what percent one whole number is of another whole number.

CONCEPTS

15. Convert fractions, decimals, and percents to equivalents.
16. Order unit fractions or decimal numbers.
17. Identify the numeric form of a given whole number written in words.
18. Identify the place value of a digit in a given number.
19. Name a ratio given two quantities.
20. Recognize a given pair of lines as parallel, perpendicular, or intersecting.
21. Identify the fractional equivalent of the shaded portion of a given pictorial representation.
22. Select the most appropriate unit of measure for a given task.
23. Find the perimeter of a common geometric figure (triangle, rectangle, square).
24. Find the area of a common geometric figure (triangle, rectangle, square, circle).

PROBLEM SOLVING

25. Solve for the value of a variable in a given formula.
26. Solve a problem involving whole numbers.
27. Solve a problem involving fractions.
28. Solve a problem involving decimals.
29. Solve a problem involving percents.
30. Read and interpret a table, chart, or graph.
31. Read and interpret a map drawn to scale.
32. Find equivalent linear measures (English, metric).
33. Find equivalent measures of weight (mass) and capacity (English, metric).
34. Solve a problem involving time.
35. Find the average of a set of whole numbers.
36. Approximate a reasonable answer to a given problem.
37. Identify the correct number sentence to solve a problem.

Description of the Basic Writing Skills in the Language Arts Test

In identifying the content of the language arts portion of the proficiency test, members of the Language Arts Subcommittee acknowledged that the language skills of listening, speaking, reading, and writing are all very important tools in the study of language arts. Given the constraints of testing, however, and given the fact that reading would be assessed separately, the Subcommittee determined that the proficiency test of language skills would concentrate on writing. For that reason, they titled the language arts assessment "Basic Writing Skills in the Language Arts."

The test was designed to assess writing ability as well as related language skills in the broad categories of Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks. Accordingly, the test consisted of two parts:

(1) an exercise requiring each student to write a passage based on personal experience, and
(2) 36 multiple-choice questions.

Students were given 25 minutes to complete the writing exercise and 45 minutes to answer the 36 multiple-choice questions.

Following is the list of skills identified for inclusion on the multiple-choice test of basic writing skills in the language arts.

MECHANICS OF WRITTEN EXPRESSION

1. Identify and obtain the meaning of a word in the context of a sentence and/or identify the meaning of a word containing a commonly used prefix or suffix.
2. Use correct capitalization in a sentence.
3. Use correct spelling for basic English vocabulary words.
4. Use correct punctuation in a sentence.
5. In connected discourse, recognize and correct errors of usage and/or grammar.

COMPOSING AND ORGANIZING SKILLS

6. Use language appropriate for writer's purpose and audience.
7. Arrange information and ideas in appropriate sequence.
8. Recognize and group related ideas to achieve unity in a passage.
   a. Eliminate unrelated or contradictory ideas.
   b. Select detail to support generalizations.
9. Identify and use appropriate words and phrases to make transitions in written expression.

LIBRARY SKILLS FOR WRITING TASKS

10. Demonstrate dictionary skills.
    a. Use dictionary guide words.
    b. Use dictionary definitions to select appropriate meanings for words.
11. Use reference materials to locate information for a given writing task.

Description of the Reading Test

The reading portion of the proficiency test is called the "Degrees of Reading Power" (DRP). The test is designed to measure a student's ability to process and understand nonfiction English prose passages written at different levels of difficulty or readability. The test identifies the hardest prose that a student can read with comprehension.

The test measures a student's reading ability on an absolute scale. Just as a person's height and weight can be measured accurately without reference to how tall or heavy any other person is, so can reading ability be measured by determining on the prose difficulty scale the hardest text that can be read with comprehension.

The test consists of 14 nonfiction prose passages on a variety of topics. Each passage contains about 300 words and asks seven questions. Students were given 75 minutes to answer the 98 questions. The passages are arranged in order of difficulty, beginning with very easy material and progressing to very difficult material. Test items are formed by the deletion of selected words in each passage. Each deleted word is indicated by an underlined blank space. Five response options are provided for completing each blank.

The items are designed so that the text of the passage must be read and understood. All the response options fit the blank space: that is, each one makes a grammatically correct and logically plausible sentence if the sentence is considered in isolation. However, only one response fits or is plausible when the surrounding context of the passage is considered. Therefore, to determine the right answer, students must understand the text surrounding the sentence. If the text is understood, then the one correct answer will be obvious.

The deleted words and the response options are always easy or common words, no matter how difficult the passage. Thus the test items become more difficult only with respect to the difficulty of the text in the passages. The response options are kept at an easy level in order to assure that answering questions correctly depends on understanding the surrounding prose in the passage. In addition, all the information that is needed to answer the questions is provided in the text of the passages, thus making it more certain that the test measures reading ability, and not prior information that some students may have and others may not.

Since a student's score on the test is an indication of the most difficult prose reading material which that student can comprehend, the information can be used by teachers to select materials for instruction and independent reading assignments which are of an appropriate difficulty level for that student.

III. TEST DEVELOPMENT PROCEDURES

Item Development and Review

For each of the skills identified for inclusion on the proficiency test, the content-area subcommittees established guidelines concerning the types, number, and difficulty level of items to be used to measure the skill. National Evaluation Systems was responsible for providing a set of test items meeting those specifications from which two parallel forms of the mathematics and language arts tests could be constructed. The College Board was responsible for providing a set of items for the reading test.

All language arts and mathematics test items were developed specifically for the Connecticut Basic Skills Proficiency Test. Test items were reviewed by subcommittee members three times during the test development process—twice prior to the pilot test and once afterward to examine the pilot test results. Test items were added, deleted, or revised based upon committee recommendations throughout the test development process. Reading Subcommittee members participated in a review of test items which had previously been extensively field-tested by the College Board of New York. The next section (The Pilot Test) will describe the procedures used in October 1979 to create Forms A and B and those used in October 1981 and 1982 to create Forms C, D, and E.

The Pilot Test

October 1979. A pilot test consisting of 148 test items in mathematics and 112 test items in language arts was administered in October 1979 to a sample of tenth-grade students in 32 representative Connecticut schools. A review of pilot-test results by the Mathematics, Language Arts, Test Bias, and Psychometrics Subcommittees resulted in a final item pool containing enough items to construct two parallel forms (Forms A and B) of the mathematics and language arts tests. Form A was administered in March 1980 and again in October 1980. (For a more detailed description of the pilot-test procedures, see the Summary Report of the 1979-80 Connecticut Ninth-Grade Proficiency Test.)

October 1981 and October 1982. In the Fall of 1981, test Form B in both Language Arts and Mathematics was administered along with a set of pilot items. Form B in Language Arts was administered with 20 different sets of 6 pilot items. Form B in Mathematics was administered along with twenty different sets of 10 pilot items. In this testing design, Form B is an anchor test into which 120 experimental language arts items and 200 experimental mathematics items are imbedded. Each version of the tests was administered to approximately 2,000 students. In October 1982, the same design was used to test an additional 200 experimental mathematics items (20 sets of 10 items) and 140 experimental language arts items (20 sets of 7 items). (NOTE: Experimental items were administered to ninth-grade students only.)

The major purpose of this design was to construct three new forms of the tests, Form C, Form D, and Form E, for both language arts and mathematics. Test Forms C, D, and E will have the following characteristics:

(1) Test Forms C, D, and E are to have the same number of items as Form B, i.e., 36 items in language arts; and 65 items in mathematics;

(2) Test Forms C, D, and E are to be equal in difficulty to each other, and to Form B, at both the domain and total test level; and

(3) Test Forms C, D, and E are not to contain any overlapping items.

The pyschometric procedures which are being utilized to construct test Forms C, D, and E, focus primarily on the use of the one-parameter latent trait model. The construction of Form C will be completed in the spring of 1983. The construction of Forms D and E will be completed early in 1984.

Setting the Statewide Level of Expected Performance (SLOEP)

As soon as final test forms (A and B) had been established for each section of the March 1980 Ninth-Grade Proficiency Test, the State Department of Education began the process of setting standards for the test. EERA Regulations mandated that a Statewide Level of Expected Performance (SLOEP) be established by January 1, 1980. Students whose scores fall below the statewide level of expected performance will be eligible for further diagnosis and, if necessary, remedial assistance, to be provided by the local or regional school board.

The State Department of Education's EERA staff met with the EERA Advisory Committee to determine the procedures to be used for setting standards on the Connecticut test. The State Department staff made a proposal, based upon consultation with the Psychometrics Subcommittee, which recommended using some combination of the four most commonly used procedures for setting standards on multiple-choice tests: (a) Angoff method, (b) Nedelsky method, (c) Borderline Group method, and (d) Contrasting Groups method. The EERA Advisory Committee recommended the following two steps:

(1) Use the Angoff and Nedelsky methods prior to January 1 to establish the expected levels of performance for the March 1980 test administration.

(2) Use the Borderline and Contrasting Groups procedures after March 1980 to validate the SLOEP (set in step 1) for future years.

Angoff and Nedelsky procedures. Both the Angoff and Nedelsky approaches to standard-setting required the participation of subject-matter experts who know the capabilities and general performance levels of the student population and who are familiar with the curriculum in the schools. Four such groups of subject-matter experts, the majority of whom were teachers of ninth-grade students, participated as judges in the standard-setting process for the Connecticut mathematics and language arts multiple-choice tests. For each test, one group used the Angoff procedure and the other used the Nedelsky procedure. Both methods are designed to yield an estimate of the expected average score of a group of students with minimally acceptable performance. Estimates resulting from the use of these procedures were used to set the cut scores for the mathematics and language arts multiple-choice portions of the Connecticut ninth-grade test. (For a more detailed description of the standard-setting process, see the 1979-80 Summary Report.)

Setting standards for the Writing Exercise and the Reading Test (DRP) involved two groups for each test. For the Writing Sample, two groups of committee members, acting as judges, read a set of 18 papers which had been previously scored using the holistic scoring method. The judges were asked to read each paper and to determine whether the writer (a) definitely needed remedial assistance, (b) definitely did not need remedial assistance, or (c) was on the borderline between needing remedial assistance and not needing it. After a brief training exercise in holistic scoring, each judge rated the papers. Judges' ratings were then compared with the actual scores those papers had been given when scored holistically. Based upon their ratings, the two groups of judges agreed that papers which had received a summed score of 2 or 3 indicated a need for remedial assistance. The State Department, therefore, recommended as the SLOEP for the writing sample a holistic score of 4.

In reading, one group examined the passages in the DRP asking themselves what the most difficult passage was which a ninth-grade minimally competent student could be expected to read with 75% comprehension. The other sub-group examined lists of textbooks, commonly used in English and social studies classes, and selected those textbooks which a minimally competent ninth-grade student could be expected to read. When the DRP unit (score) corresponding to those textbooks was identified, it was identical to the DRP unit (score) of the passage identified by the first group. The DRP unit (score) recommended by both reading sub-groups was 47.

State Board approval. The State Department of Education recommended the adoption of the following Statewide Levels of Expected Performance: 62 percent for Mathematics, 58 percent for Basic Writing Skills in the Language Arts, a holistic score of 4 for Writing, and a raw score of 55 items correct for Reading (47 DRP units). In January 1980, the State Board of Education approved the standard-setting process and all four of the proposed Statewide Levels of Expected Performance.

IV. TEST ADMINISTRATION AND SCORING

Test Administration

Test sessions were conducted by local teachers under the supervision of local Test Coordinators who had been trained by staff from National Evaluation Systems (NES). A student who took all four subtests participated in approximately three and one-half hours of testing. In order to allow the school districts as much latitude as possible in adapting test administration to local conditions and student needs, local plans for administration of the Basic Skills Proficiency Test were acceptable if the following conditions were met for all students:

(a) Session 1 (Writing Sample) occurred on October 12, 1982;

(b) Basic Writing Skills in the Language Arts, Mathematics, and Reading occurred in any sequence sometime during October 12, 13, 14, and 15, 1982;

(c) All ninth- and tenth-graders in a district were tested on the same schedule;

(d) Testing occurred during the regular school day in a classroom setting;

(e) Testing allowed for a minimum of a ten-minute break between each testing session;

(f) No more than three testing sessions were administered in one half-day; and

(g) Make-up sessions began following the administration of the last testing session and were concluded by Thursday, October 21, 1982. Conditions (d) through (f) above applied for all make-up sessions.

At the conclusion of the make-up testing period, the tests and answer booklets were returned to National Evaluation Systems (NES) and organized in preparation for holistic scoring workshops and optical scanning and scoring.

Scoring of the Language Arts and Mathematics Tests

The mathematics and language arts multiple-choice tests were scored by NES. The scores reported indicate the percentage of items answered correctly by students. Mathematics scores were reported for the total test and for three domains: Computation, Concepts, and Problem Solving. Likewise, language arts scores were reported for the total test and for three domains: Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks.

Scoring of the Writing Sample

Description of the scoring method. The writing sample was scored by Connecticut English teachers using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated.

The major assumption upon which holistic scoring is based is that the quality of a piece of writing should be judged on its overall success as a whole presentation, rather than on the quality of its component parts. In other words, the whole of a piece of writing is assumed to be greater than the sum of its parts. Contributing to the rationale underlying holistic scoring is evidence that: (1) no aspect of writing skill can really be judged independently; (2) teachers can recognize and agree upon good writing when they see it, regardless of how they describe writing ability; and (3) teachers will rate pieces of writing in much the same way regardless of any discrepant views they might hold about how particular components of writing should be weighted.

The procedure for holistic scoring is specific to the complete set of writing samples on a given topic that a group of scorers have been asked to evaluate. That is, the scoring scale is based on the range of ability reflected in the particular set of writing samples being assessed.

Preparation for scoring. Prior to the training/scoring sessions, a committee consisting of Connecticut State Department of Education officials, representatives of the Connecticut Council of Teachers of English and the Connecticut Heads of English Departments, two Chief Readers and project staff from NES met and read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 60 essays were selected to serve as "range-finders" or "markers," representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder was assigned a score according to a four-point scale, where 1 represents a poor paper and 4 represents a superior paper.

Scoring workshops. During the month of November, eight holistic scoring workshops were held in four different locations across the state. Attendance at these scoring workshops totaled 346 teachers. At each workshop, the agenda consisted of two parts: a training session and a scoring session.

For the training session, teachers were seated in one large group. The Chief Reader was responsible for conducting the session. The general procedure for a training session is described below.

(1) Each training paper (range-finder) was studied in turn and trial-scored by all scorers. Scoring judgments were independent, quick and immediate, and were based on the scorer's overall impression of the paper. No fractional points on the score scale (1-4) were permissible.

(2) After all scorers had scored the first four training papers, their judgments were compared to the score assigned by the Chief Reader. Any discrepancies were discussed. Through repeated discussions on succeeding training papers, scorers came to identify and internalize those features of written composition that distinguish the papers along the established range. This "holistic" process obviates the need to articulate explicitly the specific criteria that separate one score point from the next.

(3) The group of scorers were "calibrated" when it was ascertained that they were making judgments consistent with one another and with the Chief Reader. Discussions about papers continued until agreement was reached on the scores of the training papers.

Once teachers were calibrated, actual scoring of the writing exercises occurred. Each paper was read independently by two different scorers; that is, the second reader did not see the score assigned by the first reader. The Chief Reader was responsible for adjudicating any disagreement of more than one point between the judgments of the two scorers. In other words, discrepancies of one point between scores (e.g., 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (2 and 4, 3 and 1, 1 and 4) had to be resolved by the Chief Reader. Once a paper was assigned two nondiscrepant scores, workshop assistants summed the two scores to produce the final score for each student. The possible scale of summed scores ranged from a low of 2 to a high of 8.

Understanding the holistic scores. Examples of actual student papers which are representative of the scoring range for the Connecticut proficiency test will assist the reader in understanding the statewide standard set for the writing sample and in interpreting the test results. Sample papers representing four different holistic scores are presented in Appendix A. Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper to which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers—some 4 papers are better than others.

A score of 0 (zero) was assigned to student papers in certain cases. A score of 0 indicates that a paper is not scorable and, therefore, that the student's writing skills remain to be assessed. The cases in which a score of 0 was assigned were as follows:

(1) responses that merely repeated the assignment;

(2) illegible responses;

(3) blank responses;

(4) responses in languages other than English;

(5) responses that failed to address the assigned topic in any way; and

(6) responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it recopied).

Both readers had to agree that a paper deserved a 0 before this score was assigned. If the two readers disagreed, a third reader arbitrated the discrepancy. Papers which were assigned a score of 0 were not included in summary reports of test results.

Scoring of the Reading Test

The reading test was scored by the College Board of New York. The scores reported indicate the number of items answered correctly by students (raw score). These scores can easily be converted to DRP unit scores to identify the difficulty or readability level of prose that a student can read with comprehension; this makes it possible to match written materials with student ability.

(For a conversion table, see the manual EERA: The Proficiency Program in Reading, pp. 9-11.)

V. OCTOBER 1982 PROFICIENCY TEST RESULTS

Summary of Statewide Test Results

Table 1 presents statewide results of the October 1982 Basic Skills Proficiency Test for ninth-grade students. Test results for each of the content areas are summarized below.

TABLE 1

CONNECTICUT BASIC SKILLS PROFICIENCY TEST RESULTS: OCTOBER 1982
STATEWIDE SUMMARY REPORT: GRADE 9
ALL DISTRICTS

SUBJECT/DOMAIN	AVERAGE PERCENT CORRECT	STANDARD DEVIATION	NUMBER OF STUDENTS SCORED	STUDENTS AT OR ABOVE SLOEP* NUMBER	PERCENT
MATHEMATICS					
COMPUTATION	78.7%	16.2%			
CONCEPTS	72.8%	19.5%			
PROBLEM-SOLVING	75.9%	17.1%			
TOTAL	76.1%	15.8%	37747	30343	80.4%
LANGUAGE ARTS					
MECHANICS	81.7%	15.9%			
COMPOSING	81.7%	18.3%			
LIBRARY	81.9%	19.5%			
TOTAL	81.7%	15.1%	37707	34751	92.2%
	AVERAGE HOLISTIC SCORE				
WRITING SAMPLE	5.5	1.5	37421	34204	91.4%
	AVERAGE DRP RAW SCORE				
READING	80.6		37679	35139	93.3%

* MATHEMATICS SLOEP = 62%
LANGUAGE ARTS SLOEP = 58%
WRITING SLOEP = 4
READING SLOEP = 55

Mathematics. In mathematics, 30,343 or 80.4% of the students taking the mathematics test scored at or above SLOEP. Statewide, Connecticut students achieved an average score of 76.1%; that is, 49 of the 65 items were answered correctly. Students did best in computation (78.7%), followed by problem solving (75.9%) and mathematical concepts (72.8%).

Basic Writing Skills in the Language Arts. Basic writing skills in the language arts were measured with two separate tests. Students began with a 25-minute writing sample and then took a 36 item multiple-choice test. On the multiple-choice test, 34,751 students, or 92.2%, scored at or above SLOEP. The average score was 81.7%. It can be seen that students did best on multiple-choice test items in library skills (81.9%), followed by composing (81.7%) and mechanics of written expression (81.7%). On the writing sample, 34,204 students, or 91.4%, were at or above SLOEP. The average score on the writing sample was 5.5 on a range of 2 to 8.

Reading. In reading, 35,139 students, or 93.3%, scored at or above SLOEP. The average Degrees of Reading Power (DRP) unit score is 65. This translates to a DRP raw score of 80.6 out of 98 test items.

Figure 1 pictorially presents the results for each of the three October test administrations. For each subtest, the bargraphs indicate the percentage of students in each score group category. The circle graphs indicate the percent of students at or above SLOEP for each test administration. The boxes indicate the average number or percent of items answered correctly by all students for each test administration.

Highlights:

- The 1982 average scores for ninth-grade students in Connecticut on the statewide proficiency test showed improvement over the previous year in all areas.

- The 1982 percentages of students at or above SLOEP showed improvement over the previous year in all areas except writing.

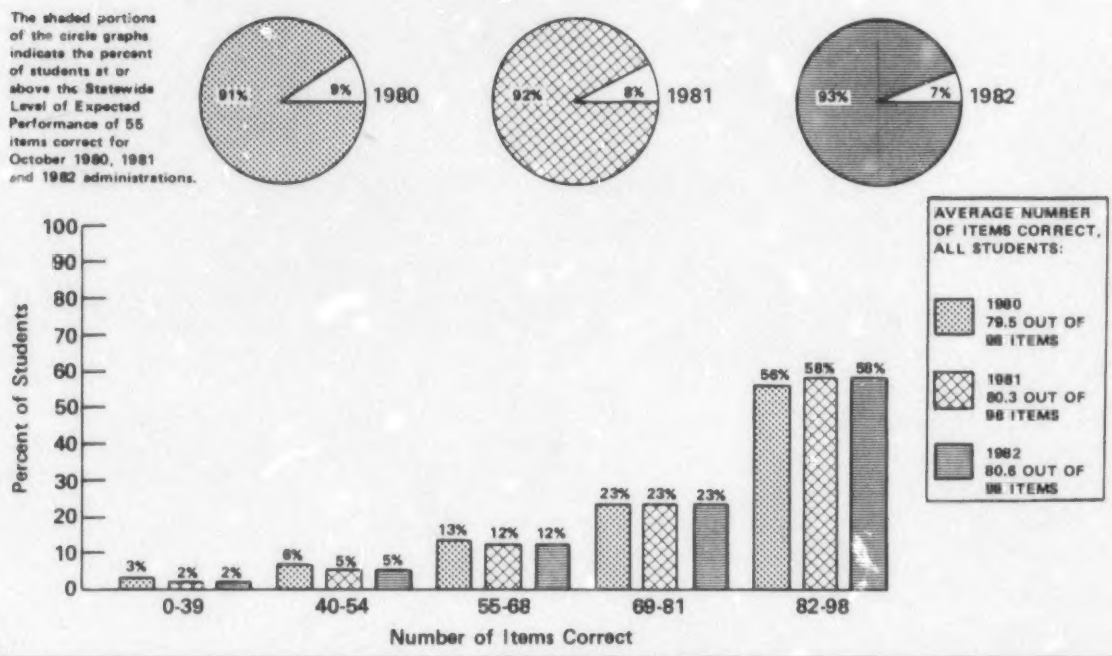
- Mathematics, which has had consistently lower scores than the other skill areas tested, showed the most dramatic improvement over the previous years both in the average score and in the percent of students at or above SLOEP.

- The 1982 average scores and percentages of students at or above the SLOEP in each of the four areas tested were higher than the comparable figures for the 1980 administration.

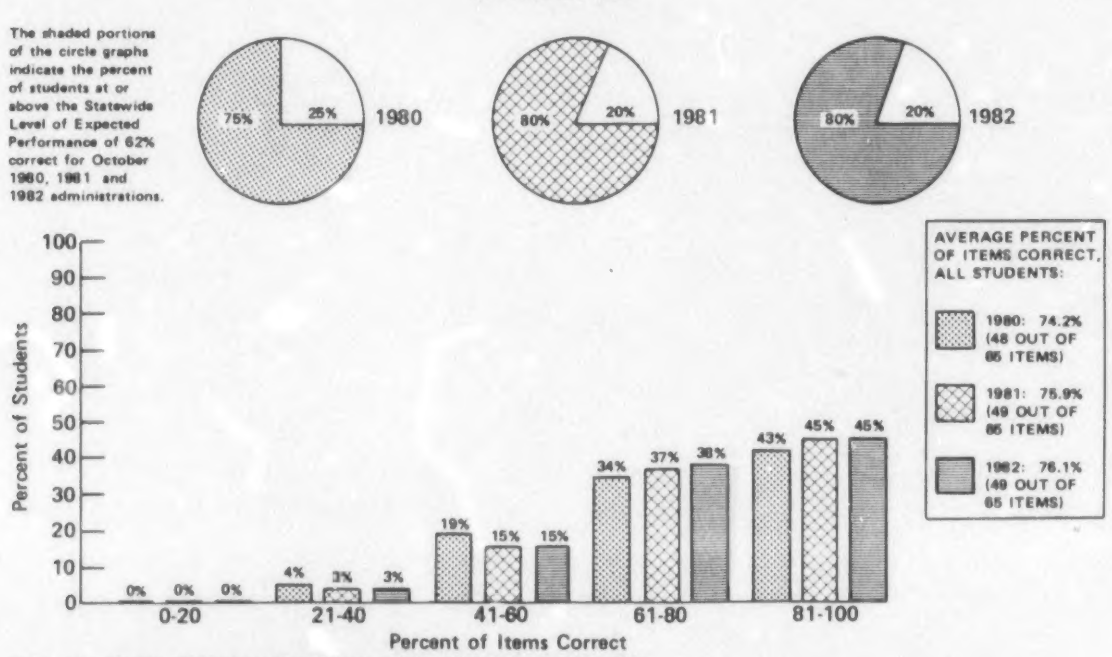
FIGURE 1

COMPARISON OF STATEWIDE RESULTS FOR THE EERA BASIC SKILLS PROFICIENCY TEST: OCTOBER 1980, 1981 AND 1982 ADMINISTRATIONS

READING



MATHEMATICS



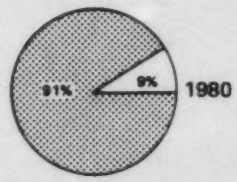
NOTE: BAR GRAPH PERCENTAGES MAY NOT TOTAL 100% DUE TO ROUNDING.

FIGURE 1 (Continued)

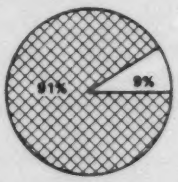
COMPARISON OF STATEWIDE RESULTS FOR THE EERA BASIC SKILLS PROFICIENCY TEST: OCTOBER 1980, 1981 AND 1982 ADMINISTRATIONS

LANGUAGE ARTS

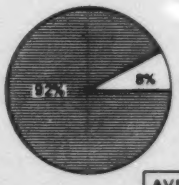
The shaded portions of the circle graphs indicate the percent of students at or above the Statewide Level of Expected Performance of 58% correct for October 1980, 1981 and 1982 administrations.



1980



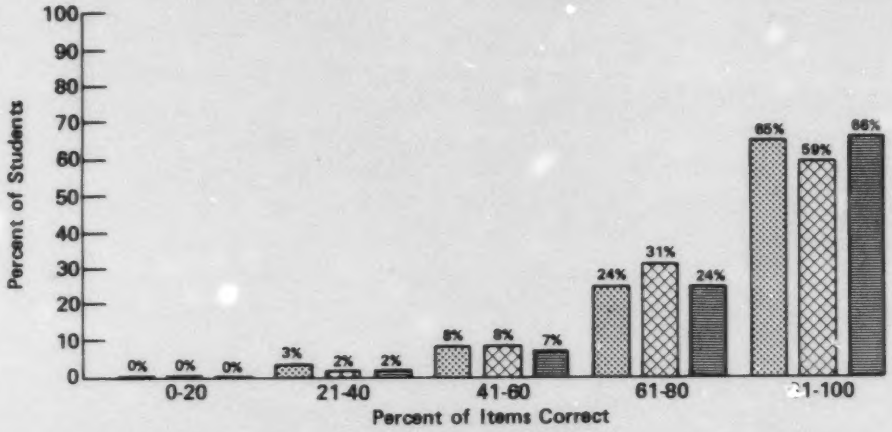
1981



1982

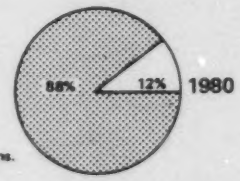
AVERAGE PERCENT OF ITEMS CORRECT, ALL STUDENTS:

- 1980: 80.8% (29 OUT OF 36 ITEMS)
- 1981: 81.2% (29 OUT OF 36 ITEMS)
- 1982: 81.7% (29 OUT OF 36 ITEMS)



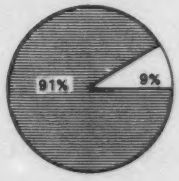
WRITING SAMPLE

The shaded portions of the circle graphs indicate the percent of students at or above the Statewide Level of Expected Performance (Holistic Score of 4) for October 1980, 1981 and 1982 administrations.



1980

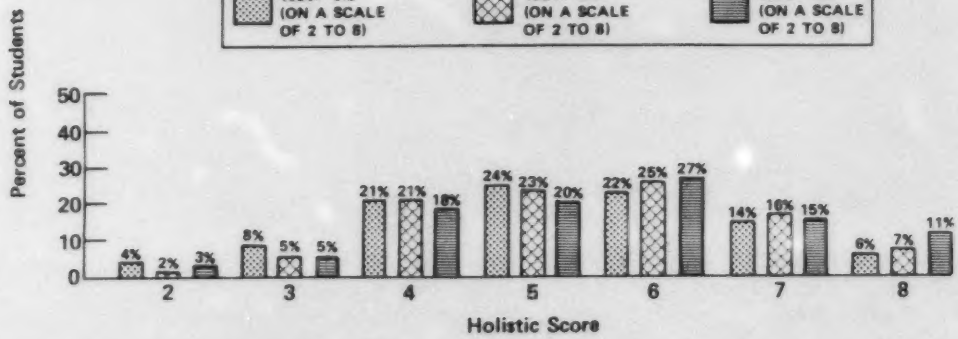
1981



1982

AVERAGE HOLISTIC SCORE, ALL STUDENTS:

- 1980: 5.2 (ON A SCALE OF 2 TO 8)
- 1981: 5.4 (ON A SCALE OF 2 TO 8)
- 1982: 5.5 (ON A SCALE OF 2 TO 8)



NOTE: BAR GRAPH PERCENTAGES MAY NOT TOTAL 100% DUE TO ROUNDING.

Test Results by Type of Community

Tables 2A and 2B present data aggregated by Type of Community (TOC) for each portion of the October 1982 proficiency examination. Connecticut school districts were classified according to six community types, as follows:

TOC 1 = LARGE CITY — a town with a population of more than 100,000.

TOC 2 = FRINGE CITY — a town contiguous with a large city, and with a population over 10,000.

TOC 3 = MEDIUM CITY — a town with a population between 25,000 and 100,000 and not a Fringe City.

TOC 4 = SMALL TOWN (Suburban) — a town within an SMSA* with a population of less than 25,000, not a Fringe City.

TOC 5 = SMALL TOWN (Emerging Suburban) — a town with a population of less than 25,000 included in a proposed 1980 SMSA but not included in a 1970 SMSA.

TOC 6 = SMALL TOWN (Rural) — a town not included in an SMSA, with a population of less than 25,000.

For Tables 2A and 2B, students attending regional vocational-technical schools have not been classified within the six TOCs but have been aggregated as a separate group.

Highlights:

- The performance of urban students (TOC 1) in 1982 improved over the previous year in all areas except Writing. The largest gain was in Mathematics (4.7 points increase in percent at or above SLOEP).
- With the exception of large cities (TOC 1), there are relatively small differences in the average scores on the subtests among the remaining TOCs.
- In TOC 1, the average scores and the percentages of students at or above the SLOEPs are below the respective statewide averages.

---

* SMSA ("Standard Metropolitan Statistical Area") is the U.S. Census Bureau definition of a metropolitan area. It includes a central city (or "twin cities") of at least 50,000 people, and those contiguous towns that are socially and economically integrated with the central city. There are 11 SMSAs in Connecticut. The above classifications are based upon the proposed 1980 SMSAs.

TABLE 2A

SUMMARY OF EERA BASIC SKILLS PROFICIENCY TEST RESULTS FOR SIX TYPES OF COMMUNITIES, VOCATIONAL-TECHNICAL SCHOOLS, AND STATE: OCTOBER 1982

SCHOOL YEAR 1982-83

CAUTION: The EERA Tests were not designed for comparative or normative purposes.

CAUTION: It is neither appropriate nor meaningful to sum across the different tests or subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
TYPE OF COMMUNITY (TOC)	Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
Large City (1)	68.8	58.6	62.9	64.0	53.2	71.2	70.9	70.9	71.0	78.0	4.6	75.5	69.8	81.5
Fringe City (2)	82.3	77.5	79.4	80.0	87.0	85.1	85.3	85.5	85.3	96.0	5.8	95.3	83.8	96.1
Medium City (3)	77.4	71.3	75.3	75.1	80.1	81.5	81.7	81.5	81.6	92.1	5.5	91.9	80.6	93.5
Suburban Town (4)	83.6	79.3	81.3	81.6	90.8	86.1	86.3	86.7	86.3	97.4	6.0	97.2	85.2	97.7
Emerging Suburban (5)	82.6	79.0	80.9	81.0	88.8	86.0	85.6	85.5	85.8	96.4	5.9	95.6	84.5	96.5
Rural Town (6)	77.7	73.6	76.3	76.2	81.4	82.0	82.1	82.3	82.1	92.6	5.5	93.3	81.2	93.3
Vocational-Technical Schools	76.4	69.0	74.2	73.8	80.6	78.0	77.0	79.4	78.0	91.7	4.9	89.5	77.6	93.2
State	78.7	72.8	75.9	76.1	80.4	81.7	81.7	81.9	81.7	92.2	5.5	91.4	80.6	93.3

TABLE 2B

NUMBER OF STUDENTS SCORED: OCTOBER 1982

SCHOOL YEAR 1982-83

TYPE OF COMMUNITY (TOC)	MATHEMATICS	LANGUAGE ARTS	WRITING	READING
Large City (1)	5583	5577	5472	5566
Fringe City (2)	8089	8097	8053	8094
Medium City (3)	8478	8454	8394	8434
Suburban Town (4)	6747	6743	6724	6742
Emerging Suburban (5)	3237	3235	3221	3234
Rural Town (6)	2502	2491	2472	2500
Vocational-Technical Schools	3111	3110	3085	3109
State	37747	37707	37421	37679

BEST COPY AVAILABLE

Table 3 presents an unduplicated count of the total number and percent of students needing further diagnosis (and perhaps remedial assistance) in one or more subject areas. Table 3 displays the potential magnitude of remedial assistance at the ninth-grade level in Connecticut. The results are presented for the state as a whole, and then aggregated by TOC and vocational-technical schools.

Highlights:

- For the state as a whole, 24.7 percent of the students scored below SLOEP on at least one subtest. This result is slightly better than the 1981 result of 25.4% (approximately one-quarter) of the state's ninth-grade students who were in possible need of remediation. In 1980, nearly one-third (31.4%) of the students scored below SLOEP on at least one subtest.

- Of the 9,449 students in possible need of remedial assistance, 5,456 (57.7%) fell below SLOEP on only one subtest.

- Large cities (TOC 1) have the highest percentage of students who may be in need of remedial assistance (54.3%). However, the urban school districts have reduced this figure by 3.3 percentage points since 1981, when 57.6% of the students in TOC 1 scored below SLOEP on at least one subtest and by a total of 12.8 percentage points since the 1980 results, when 67.1% scored below SLOEP on at least one subtest.

TABLE 3

NUMBER AND PERCENT OF STUDENTS BELOW SLOEP ON ONE OR MORE SUBTESTS, BY STATE AND BY TYPE OF COMMUNITY (TOC)*: OCTOBER 1982

SCHOOL YEAR 1982-83

	# OF STUDENTS TAKING AT LEAST ONE SUBTEST	BELOW SLOEP ON ONLY ONE SUBTEST		BELOW SLOEP ON TWO OR MORE SUBTESTS		TOTAL BELOW SLOEP ON AT LEAST ONE SUBTEST	
		#	%	#	%	#	%
STATE	38216	5456	14.3	3993	10.4	9449	24.7
TOC 1	5800	1464	25.2	1688	29.1	3152	54.3
TOC 2	8153	902	11.1	469	5.8	1371	16.8
TOC 3	8587	1249	14.5	884	10.3	2133	24.8
TOC 4	6779	589	8.7	223	3.3	812	12.0
TOC 5	3246	327	10.1	161	5.0	488	15.0
TOC 6	2522	358	14.2	249	9.9	607	24.1
VOCATIONAL-TECHNICAL SCHOOLS	3129	567	18.1	319	10.2	886	28.3

* The TOC is based on the student's school district.

Test Results by District

Table 4 (pages 23-26) presents a listing of test results by school districts and other schools. School districts are listed alphabetically, followed by regional school districts, endowed academies, and vocational-technical schools. The TOC designation in the second column indicates the group with which each district or school has been classified on Tables 2 and 3.

Acknowledging that comparisons between school districts are inevitable, the State Department recommends that the following cautions be applied:

- The tests were not designed for normative purposes.
- It is not appropriate or meaningful to sum across the different tests and subtests because of differences in test length, scoring units, and SLOEPs.
- The most valid comparisons are between districts which are similar in terms of socio-economic and other relevant demographic characteristics.
- It is inappropriate to compare districts solely on the basis of the percentage of students scoring at or above the SLOEPs. These comparisons are inappropriate since it is impossible to identify, solely on the basis of the above information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing, although many factors may affect the comparability of these statistics as well.
- Test score comparisons with previous years should be performed at the total test score level and not at the domain score level.

Participation Rate Results

Table 5 (pages 27-29) presents the number of ninth-grade students in each district and the percentages of students who participated in the proficiency test during the October 1982 statewide administration. The alphabetical listing of districts provides the following information for each district:

Column 1	The total number of ninth-grade students at the time of testing.
Column 2	The number of ninth-grade students eligible for testing (i.e., excluding certain special education, bilingual, and ESL students).
Column 3	The number of students tested but excluded from district summary data.
Columns 4-7	The percentages of ninth-grade students who received valid scores for each test based on the number of eligible students (i.e., column 2).

Individual Student Report

For each student tested, two copies of an individual student report were sent to the district, one for the student's file and one for the student's parent or guardian. An example is provided in Figure 2 on page 30.

TABLE 4

EERA BASIC SKILLS PROFICIENCY TEST RESULTS FOR CONNECTICUT SCHOOL DISTRICTS: OCTOBER 1982

SCHOOL YEAR 1982-83

CAUTION: The EERA Tests were not designed for comparative or normative purposes.

CAUTION: It is neither appropriate nor meaningful to sum across the different tests and subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

		MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
DISTRICT	TOC	Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
ANSONIA	5	79.3	72.1	75.6	76.1	83.9	80.6	80.8	81.5	80.9	91.6	5.0	88.9	78.6	92.3
AVON*	4	89.7	87.8	87.9	88.5	96.7	88.5	89.6	88.1	88.8	97.4	6.4	100.0	89.0	98.7
BERLIN	4	80.3	76.4	77.6	78.3	91.2	85.7	86.1	87.5	86.2	98.8	5.6	94.2	84.2	99.4
BETHEL	4	84.0	79.4	79.4	81.0	90.1	86.5	89.5	88.7	88.1	97.6	5.9	98.4	84.7	97.7
BLOOMFIELD	2	80.8	76.6	74.5	77.2	82.8	81.3	83.2	81.8	82.1	94.6	5.6	92.0	81.3	95.1
BOLTON*	4	79.3	73.6	78.2	77.5	85.9	84.6	83.4	83.1	83.8	95.4	5.9	96.9	85.2	96.9
BRANFORD	4	78.8	69.4	74.3	74.8	81.8	83.6	83.6	84.5	83.8	98.7	5.6	96.2	84.1	98.7
BRIDGEPORT	1	67.8	56.2	58.8	61.4	48.2	68.5	70.2	67.7	69.0	76.6	4.4	74.2	66.8	78.5
BRISTOL	3	77.9	71.3	76.6	75.8	84.5	80.5	81.1	81.7	81.0	93.8	5.5	93.8	79.9	93.1
BROOKFIELD	4	84.7	79.8	82.4	82.6	92.2	86.6	86.5	85.2	86.3	97.1	5.9	97.1	86.3	97.9
BROOKLYN	6	74.9	73.9	74.2	74.4	76.8	82.6	83.5	80.9	82.5	97.0	5.4	95.9	81.7	90.9
CANTON*	4	84.6	78.0	81.2	81.6	89.9	85.8	86.8	86.9	86.4	100.0	6.1	98.9	85.9	98.9
CHESHIRE	2	84.7	81.9	84.6	84.0	94.5	89.0	87.9	89.4	88.7	98.1	6.3	98.7	88.0	98.7
CLINTON	5	85.8	79.9	80.5	82.2	90.7	82.0	81.1	83.0	81.9	92.6	5.5	93.8	82.3	93.2
COLCHESTER	5	79.5	73.9	78.0	77.6	84.0	82.3	82.7	83.5	82.7	91.4	5.6	97.5	80.0	95.0
COVENTRY	4	76.6	72.0	75.7	75.2	80.8	83.5	83.9	83.3	83.6	99.0	6.0	98.0	82.4	98.1
CROMWELL	4	80.2	73.3	78.6	77.9	86.6	83.5	81.2	80.8	82.1	91.5	5.8	97.5	80.3	93.9
DANBURY	3	78.7	72.7	76.0	76.2	82.3	82.8	82.2	82.2	82.4	93.5	5.8	93.3	81.7	95.2
DARIEN	2	87.9	85.6	86.4	86.7	97.2	90.3	91.1	91.4	90.8	99.6	6.7	100.0	90.4	100.0
DERBY	5	67.1	60.4	70.2	66.8	55.8	81.6	82.8	77.3	81.1	93.5	5.2	94.2	76.8	92.8
EAST GRANBY	4	88.8	85.0	86.0	86.8	96.4	88.0	91.6	89.1	89.5	100.0	6.8	98.2	88.4	100.0
EAST HADDAM	5	80.5	77.3	78.3	79.8	83.3	87.8	86.9	85.0	86.8	98.3	6.1	98.3	84.8	98.3
EAST HAMPTON	5	83.4	78.9	83.6	82.4	93.9	87.7	88.3	86.5	87.7	98.0	5.6	96.9	85.3	97.0
EAST HARTFORD	2	78.4	70.0	74.8	74.9	80.0	82.7	82.1	82.0	82.3	94.9	5.4	92.9	80.1	96.3
EAST HAVEN	2	71.1	63.1	70.4	68.9	70.3	79.2	78.2	76.9	78.3	90.3	5.1	92.7	76.0	88.8
EAST LYME*	4	81.3	78.6	79.6	80.0	90.0	85.2	86.4	85.9	85.8	98.0	5.8	97.2	84.6	97.2
EAST WINDSOR	4	80.0	74.1	77.6	77.6	90.1	83.2	86.9	83.1	84.5	97.8	5.5	97.8	82.9	95.7
ELLINGTON	4	78.5	73.3	78.3	77.2	92.9	85.9	85.5	90.5	86.8	98.4	5.9	93.5	84.9	96.8
ENFIELD	3	77.5	72.0	78.5	76.6	86.4	84.4	86.2	85.0	85.2	96.3	5.6	95.6	83.9	96.1
FAIRFIELD	2	84.2	80.1	80.9	81.9	92.4	87.5	85.8	86.2	86.6	97.4	5.9	95.6	84.6	96.9
FARMINGTON*	4	84.5	80.5	81.4	82.3	92.0	86.0	87.6	88.0	87.0	96.8	6.3	98.9	86.1	98.4
GLASTONBURY*	4	91.1	87.9	88.7	89.3	97.6	88.7	90.1	89.7	89.4	100.0	6.5	100.0	89.1	100.0
GRANBY*	4	83.4	79.0	82.7	82.1	92.2	87.2	86.6	86.8	86.9	98.6	6.1	96.4	87.2	100.0
GREENWICH	2	86.6	82.7	84.7	84.9	94.0	88.5	87.6	89.3	88.4	98.0	6.3	99.2	87.0	97.7
GRISWOLD*	4	77.9	66.7	70.7	72.3	76.9	76.1	76.3	73.1	75.5	91.3	4.8	92.2	75.2	93.1
GROTON	3	82.8	74.4	77.2	78.5	86.6	82.0	83.7	85.7	83.4	95.1	5.6	94.2	81.1	93.4
GUILFORD	4	84.5	83.2	83.6	83.8	91.8	86.1	86.0	85.6	86.0	95.7	6.5	97.7	86.0	98.0
HAMDEN	2	78.3	72.5	76.0	76.0	79.2	81.1	82.8	84.0	82.4	91.5	5.6	93.9	79.8	91.5
HARTFORD	1	67.5	57.1	61.4	62.5	49.5	67.0	65.9	66.9	66.6	70.9	4.2	70.4	68.1	79.1
KILLINGLY*	6	71.4	66.7	70.8	70.1	66.7	77.1	74.4	75.2	75.7	85.7	5.1	89.4	75.3	88.9
LEBANON**	6	76.5	70.2	71.8	73.1	74.1	79.0	81.8	80.9	80.5	92.6	5.4	95.1	78.6	92.6
LEDYARD**	4	83.5	77.7	80.2	80.8	87.4	85.0	84.6	86.3	85.1	97.5	6.0	96.2	85.1	96.2
LITCHFIELD	6	80.6	78.0	78.6	79.2	88.3	86.5	88.4	84.7	86.8	96.8	6.0	97.8	84.4	93.6
MADISON	5	82.7	79.8	82.3	81.8	91.0	87.2	85.3	85.7	86.2	97.8	6.0	97.4	85.7	96.6
MANCHESTER**	3	76.6	71.7	75.2	74.9	81.7	81.8	82.7	80.8	81.9	93.4	5.7	95.8	81.2	94.6
MERIDEN	3	75.2	67.3	71.9	72.0	73.0	82.0	80.3	79.7	80.9	90.8	5.2	87.8	79.4	93.5
MIDDLETOWN**	3	71.5	62.7	67.4	67.8	62.0	75.6	75.1	75.0	75.3	85.2	4.8	81.9	74.0	85.5
MILFORD	3	76.7	70.3	75.3	74.6	80.2	80.7	81.3	81.1	81.0	92.6	5.5	91.5	81.1	95.1
MONROE**	4	84.1	80.1	82.0	82.3	94.1	86.7	86.3	87.7	86.8	96.7	6.1	96.7	84.2	97.4
MORTVILLE	4	81.5	77.0	77.6	78.8	80.3	81.5	76.1	81.3	79.5	91.2	5.3	85.2	79.3	94.5
NAUGATUCK**	2	73.5	68.1	71.0	71.2	73.2	78.0	77.8	79.7	78.3	87.8	4.9	83.5	78.1	92.9
NEW BRITAIN	3	66.4	58.2	64.5	63.7	54.0	73.8	71.8	72.6	72.8	78.7	4.6	74.8	73.1	87.4
NEW CANAAN	2	89.1	86.7	86.5	87.4	97.2	90.9	91.4	90.7	91.0	99.6	6.6	100.0	91.0	99.6
NEW FAIRFIELD	4	83.6	80.7	81.6	82.1	93.7	86.0	86.2	87.2	86.3	97.3	6.0	97.3	86.6	98.6
NEW HAVEN	1	66.0	54.5	59.6	60.6	45.4	68.5	68.0	69.0	68.4	73.9	4.3	69.0	66.2	77.5
NEWINGTON	2	83.9	79.6	82.2	82.2	93.2	86.3	86.4	87.9	86.7	98.6	5.6	96.2	84.9	98.6
NEW LONDON	3	72.8	65.7	68.4	69.3	68.1	77.3	76.7	79.5	77.6	87.4	5.4	92.7	77.3	91.6
NEW MILFORD**	5	83.5	81.9	82.0	82.5	93.0	86.8	89.6	87.5	88.0	97.5	5.7	93.9	86.0	98.1
NEWTOWN	5	86.2	84.2	84.0	84.8	94.7	86.7	85.9	88.6	86.8	98.4	6.0	97.0	87.4	96.7
NORTH BRANFORD	4	80.9	73.1	78.4	78.1	84.9	87.0	85.3	82.7	85.4	95.7	6.1	97.8	83.8	97.1
NORTH HAVEN	2	84.4	79.3	81.3	81.9	89.4	84.8	83.6	84.6	84.3	94.7	5.6	96.2	82.3	95.1
NORTH STONINGTON**	5	83.9	79.2	79.3	80.9	95.5	84.8	84.3	84.9	84.7	95.5	6.0	100.0	85.1	97.7

TABLE 4 (continued)

DISTRICT	TOC	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
		Comp	Conc	Prob	Total Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
NORWALK	3	76.9	69.1	72.3	73.2	76.8	76.8	76.0	75.7	76.3	85.9	5.1	85.8	76.9	89.3
OLD SAYBROOK	5	77.2	72.2	75.9	75.5	80.9	84.1	81.9	83.2	83.1	93.9	5.9	93.0	80.6	91.3
PLAINFIELD**	6	74.9	64.8	71.2	71.0	72.3	79.4	78.4	80.9	79.4	85.6	5.3	90.4	78.1	91.5
PLAINVILLE**	4	82.8	78.7	80.2	80.7	88.9	88.1	85.2	87.2	86.8	97.8	5.5	95.6	81.6	96.7
PLYMOUTH	2	74.5	70.2	74.4	73.4	75.6	83.3	85.2	83.1	83.9	97.4	5.5	91.6	81.0	92.3
PORTLAND	5	77.6	74.4	78.2	77.1	83.0	84.4	80.8	80.5	82.2	89.4	5.4	83.9	79.5	91.5
PUTNAM**	6	76.1	76.3	76.1	76.1	87.0	82.3	79.9	82.5	81.5	93.9	5.7	96.1	81.8	96.2
RIDGEFIELD	5	89.8	88.0	87.3	88.3	96.8	89.5	89.0	91.0	89.7	99.7	6.6	99.4	90.1	99.7
ROCKY HILL	4	81.6	78.3	80.3	80.3	88.5	84.4	81.6	84.4	83.4	94.7	6.2	98.5	83.2	94.6
SEYMOUR**	5	76.8	69.1	74.3	74.0	83.3	84.0	82.6	81.4	82.9	96.4	5.5	93.7	81.3	97.4
SHELTON	3	75.1	70.6	75.6	74.2	80.9	81.3	82.9	81.6	81.9	92.8	5.6	95.6	79.9	93.4
SIMSBURY	4	90.7	88.6	88.1	89.2	98.8	90.2	90.0	91.1	90.3	98.2	6.5	99.1	88.6	98.2
SOMERS	4	86.7	81.4	83.8	84.2	98.1	85.6	88.0	88.0	87.0	100.0	5.4	96.1	86.9	97.1
SOUTHINGTON**	3	76.8	75.4	75.8	76.0	82.9	83.9	83.5	83.8	83.7	93.6	5.5	94.8	82.2	95.4
SOUTH WINDSOR**	2	84.1	81.9	82.1	82.8	91.1	87.0	87.2	87.2	87.1	98.3	6.0	97.6	86.7	98.3
STAFFORD**	5	83.4	79.4	81.4	81.6	88.9	82.7	83.5	81.7	82.8	94.1	5.2	89.6	83.0	98.5
STAMFORD	1	75.3	69.5	73.3	73.1	70.7	79.9	78.9	78.6	79.3	86.5	5.6	86.7	78.8	88.8
STONINGTON	4	80.2	75.6	80.0	79.0	88.0	84.0	84.9	85.4	84.6	94.0	6.0	99.5	83.0	95.6
STRATFORD	2	78.9	73.0	76.0	76.3	79.0	83.7	84.5	83.2	83.9	95.2	5.7	92.7	80.8	91.8
SUFFIELD**	4	81.5	76.0	79.9	79.6	86.6	84.5	87.0	87.9	86.2	97.1	5.9	99.3	86.1	97.9
THOMASTON	4	79.6	72.1	76.7	76.6	88.3	83.6	86.2	85.6	85.0	98.7	5.6	97.4	82.9	98.7
THOMPSON	6	76.0	70.0	76.5	74.8	77.8	82.6	83.5	83.3	83.1	97.0	5.4	88.9	82.7	97.0
TOLLAND	5	84.4	83.5	83.6	83.9	90.4	88.0	86.4	89.3	87.7	96.8	6.0	98.1	84.5	98.1
TORRINGTON	3	80.9	75.7	80.2	79.4	89.5	83.2	84.2	83.8	83.7	96.9	5.6	95.7	82.5	96.3
TRUMBULL**	2	86.0	80.1	81.9	82.9	92.0	86.8	89.5	87.8	88.0	98.5	6.2	98.9	87.4	98.5
VERNON**	3	82.0	79.4	80.5	80.8	90.8	86.9	86.3	85.2	86.3	98.0	5.8	96.1	84.2	97.5
WALLINGFORD**	3	76.3	69.1	75.4	74.3	79.0	83.8	82.8	83.6	83.4	94.1	5.5	93.3	82.1	93.9
WATERBURY**	1	70.2	59.3	66.4	66.2	60.4	77.2	75.8	77.5	76.7	88.4	4.8	83.4	73.7	88.5
WATERFORD	4	79.5	74.9	78.6	78.1	90.1	86.0	85.7	85.4	85.8	97.7	5.9	95.9	83.4	98.2
WATERTOWN	2	78.9	71.4	72.2	74.3	80.2	81.5	80.6	80.4	80.9	89.7	5.6	93.5	78.7	92.8
WESTBROOK	6	78.4	77.1	79.6	78.6	88.0	82.1	81.4	82.8	82.0	94.0	5.5	96.0	81.5	94.0
WEST HARTFORD**	2	86.8	83.9	83.8	84.9	90.9	85.9	86.0	86.8	86.1	97.3	6.0	97.1	86.8	97.9
WEST HAVEN	2	80.5	74.0	74.1	76.3	80.6	82.6	83.9	83.3	83.2	95.2	5.3	93.2	80.0	95.7
WESTON	5	89.4	85.9	86.7	87.4	96.2	91.4	92.1	89.9	91.3	98.1	6.5	99.4	89.4	99.4
WESTPORT	3	89.3	86.5	87.0	87.7	96.2	91.5	92.8	91.2	91.9	100.0	6.8	100.0	89.6	100.0
WETHERSFIELD**	2	85.7	83.4	82.5	83.8	92.2	87.2	85.2	88.3	86.7	97.2	5.9	95.0	84.9	96.2
WILTON**	4	88.9	85.0	85.1	86.4	98.1	90.0	89.6	90.8	90.0	99.3	6.5	99.3	89.9	99.3
WINDHAM**	6	75.6	69.5	72.7	73.0	75.4	77.2	79.6	81.1	78.9	88.5	5.1	88.9	76.1	87.9
WINDSOR	2	80.0	77.8	79.6	79.3	86.3	84.4	86.0	87.3	85.6	96.4	5.7	94.0	84.8	97.7
WINDSOR LOCKS	4	79.2	75.9	79.1	78.4	84.1	82.9	82.5	85.6	83.3	95.3	5.7	97.6	82.2	94.1
WOLCOTT	2	80.2	71.3	78.0	77.2	90.2	84.4	86.2	84.6	85.1	96.4	5.8	95.0	83.0	98.2
REGIONAL DISTRICT 1**	6	75.0	71.7	74.2	73.9	77.1	82.3	81.7	80.0	81.6	91.7	5.3	92.5	80.2	92.7
REGIONAL DISTRICT 4**	6	84.4	79.0	80.2	81.4	89.6	86.3	85.0	85.4	85.7	96.0	5.6	92.8	81.5	92.8
REGIONAL DISTRICT 5**	4	85.1	82.6	84.4	84.2	93.7	89.6	89.2	88.8	89.3	99.7	6.4	98.4	88.1	100.0
REGIONAL DISTRICT 6**	6	83.4	75.4	80.3	80.3	87.5	83.4	87.2	86.6	85.5	97.2	5.3	91.4	85.6	98.6
REGIONAL DISTRICT 7**	6	78.3	75.2	78.5	77.7	87.3	82.1	81.5	80.0	81.4	92.4	6.0	96.2	84.5	96.8
REGIONAL DISTRICT 8**	5	80.3	77.3	78.0	78.6	85.3	83.9	85.2	84.0	84.4	96.5	5.9	97.6	83.4	96.5
REGIONAL DISTRICT 9**	4	85.0	79.5	82.8	82.8	91.8	88.1	91.1	90.0	89.6	98.7	6.7	99.4	85.2	97.5
REGIONAL DISTRICT 10**	5	78.4	74.8	78.5	77.6	86.8	87.8	84.6	84.9	86.0	98.6	6.1	98.6	84.2	96.6
REGIONAL DISTRICT 11**	6	76.9	73.2	74.1	74.9	85.5	76.4	79.2	73.3	76.7	87.9	5.3	91.4	76.6	87.1
REGIONAL DISTRICT 12**	6	83.5	84.7	84.1	84.0	97.5	89.6	90.0	89.6	89.7	100.0	6.2	98.7	88.3	100.0
REGIONAL DISTRICT 13**	5	83.7	80.8	81.4	82.1	93.1	87.6	86.9	85.2	86.8	95.7	6.1	95.7	86.0	94.8
REGIONAL DISTRICT 14**	4	81.6	77.8	77.8	79.1	91.5	84.5	84.9	84.9	84.7	96.5	5.6	95.7	84.6	97.9
REGIONAL DISTRICT 15**	4	80.1	77.3	79.4	79.2	86.7	83.4	83.4	84.1	83.6	97.0	5.6	94.8	82.1	94.9
REGIONAL DISTRICT 17**	6	83.2	79.8	80.7	81.4	87.0	82.0	81.9	85.7	82.8	93.1	5.4	93.8	84.5	98.5
REGIONAL DISTRICT 18**	6	77.4	76.4	80.5	78.4	86.1	87.5	87.7	87.3	87.5	99.1	5.9	93.5	85.2	95.4
E.O.SMITH**	6	82.6	80.5	83.0	82.3	90.1	86.6	87.1	88.2	87.1	97.4	6.1	98.0	86.8	95.4
GILBERT ACADEMY**	6	78.9	76.1	77.4	77.6	85.7	84.9	85.2	83.6	84.7	94.7	5.6	94.7	82.4	96.2
NORWICH FREE ACADEMY**	3	78.7	71.5	75.2	75.6	80.5	79.9	81.0	81.0	80.5	90.8	5.7	93.0	80.5	91.7
WOODSTOCK ACADEMY**	6	79.7	75.4	77.8	77.9	85.9	85.1	83.3	81.6	83.7	92.3	5.7	98.7	84.1	93.6
EMMET O'BRIEN RVTS**	7	84.7	79.3	80.7	81.8	94.2	83.1	82.9	86.0	83.7	96.1	5.1	91.0	81.2	96.8
BULLARD-HAVENS RVTS**	7	79.3	67.5	73.9	74.3	85.2	79.3	79.4	81.1	79.8	93.4	5.1	91.7	77.7	94.6
HENRY ABBOTT RVTS**	7	73.0	68.6	72.8	71.9	73.4	75.9	74.1	72.9	74.6	87.0	5.4	95.8	75.6	92.9
H.H.ELLIS RVTS**	7	73.8	66.8	73.9	72.2	79.8	78.3	80.4	82.6	80.0	97.3	4.9	91.2	79.1	93.0
ELLA GRASSO RVTS**	7	75.5	69.2	75.4	74.0	80.4	78.9	78.3	80.1	79.0	95.1	5.1	89.6	79.8	97.1
ELI WHITNEY RVTS**	7	81.6	70.0	76.2	76.7	92.1	81.2	80.7	83.9	81.6	97.0	5.3	96.1	78.8	96.6
A.I.PRINCE RVTS**	7	67.4	57.0	62.1	62.8	48.0	68.9	65.9	67.1	67.4	74.7	3.9	68.2	65.5	77.8
HOWELL CHENEY RVTS**	7	80.3	75.1	80.3	79.1	92.4	78.9	81.6	82.4	80.6	94.3	4.7	99.0	82.0	97.5
H.C.WILCOX RVTS**	7	79.5	75.3	80.4	78.9	93.2	82.7	81.8	84.5	82.8	99.0	5.4	93.7	84.3	99.5
VINAL RVTS**	7	76.0	69.6	74.4	73.8	84.3	75.5	76.1	78.8	76.4	90.2	4.8	85.0	77.0	92.8
PLATT RVTS**	7	81.1	74.2	79.2	78.7	93.3	83.7	84.1	84.9	84.1	99.0	5.3	95.4	80.8	95.4
E.C.GOODWIN RVTS**	7	72.7	65.0	72.6	70.9	77.1	77.2	75.0	80.8	77.2	94.4	4.9	88.5	77.4	94.4
NORWICH RVTS**	7	81.8	74.4	75.6	77.5	89.3	78.8	77.0	80.3	78.5	91.1	5.0	95.2	78.2	92.9
J.M.WRIGHT RVTS**	7	64.1	54.8	60.1	60.3	46.2	68.9	66.8	65.3	67.4	74.3	4.2	74.7	64.3	74.8
OLIVER WOLCOTT RVTS**	7	78.3	73.2	77.2	76.7	84.8	78.7	76.1	79.5	77.9	94.5	5.0	95.8	81.7	98.2
W.F.KAYNOR RVTS**	7	77.6	70.2	76.4	75.4	86.2	77.6	73.4	80.4	76.7	89.4	4.9	90.9	78.4	96.4
WINDHAM RVTS**	7	73.3	67.4	74.0	72.2	72.7	78.6	78.8	79.9	79.0	95.3	4.9	92.1	80.9	95.3

FOOTNOTES

School districts that received students from other towns or school districts are listed below. A (P) means that the district sends its students to two or more school districts. (Source: Town and School District Profiles, April 1980.)

1. Avon receives students from Hartford (P).
2. Bolton receives students from Willington (P).
3. Canton receives students from Hartford (P).
4. East Lyme receives students from Salem (P).
5. Farmington receives students from Hartford (P).
6. Glastonbury receives students from East Hartford (P), Hartford (P), Marlborough (P) and Rocky Hill (P).
7. Granby receives students from Hartford (P).
8. Griswold receives students from Canterbury (P), Lisbon (P) and Voluntown (P).
9. Killingly receives students from Brooklyn (P), Canterbury (P), Eastford (P), Griswold (P), Plainfield (P), Sterling (P), Voluntown (P) and Woodstock (P).
10. Lebanon receives students from Bozrah (P), Columbia (P), Franklin (P) and Sprague (P).
11. Ledyard receives students from East Lyme (P), Groton (P), Montville (P), New London (P), Preston (P), Stonington (P) and Waterford (P).
12. Manchester receives students from Hartford (P).
13. Middletown receives students from Clinton (P), Cromwell (P), Durham (P), East Hampton (P), Guilford (P), Old Saybrook (P) and Portland (P).
14. Monroe receives students from Derby (P) and Newtown (P).
15. Naugatuck receives students from Beacon Falls (P).
16. New Milford receives students from Sherman (P).
17. North Stonington receives students from Preston (P).
18. Plainfield receives students from Sterling (P).
19. Plainville receives students from Hartford (P).
20. Putnam receives students from Pomfret (P).
21. Seymour receives students from Beacon Falls (P) and Oxford (P).
22. Southington receives students from New Britain (P) and Wolcott (P).
23. South Windsor receives students from Hartford (P).
24. Stafford receives students from Union (P).
25. Suffield receives students from Bloomfield (P), East Granby (P), Enfield (P), Granby (P), Hartford (P), Windsor (P) and Windsor Locks (P).
26. Trumbull receives students from Bridgeport (P), Easton (P), Monroe (P), and Stratford (P).
27. Vernon receives students from East Windsor (P), Ellington (P), Manchester (P), Somers (P), South Windsor (P), Stafford (P) and Tolland (P).
28. Wallingford receives students from Cheshire (P), East Haven (P), Meriden (P), New Haven (P), North Branford (P) and North Haven (P).
29. Waterbury receives students from Naugatuck (P) and Prospect (P).
30. West Hartford receives students from Hartford (P).
31. Wethersfield receives students from Hartford (P) and Watertown (P).
32. Wilton receives students from Bridgeport (P).
33. Windham receives students from Canterbury (P), Columbia (P) and Willington (P).
34. Regional #1 receives students from Canaan (P), Cornwall, Kent (P), North Canaan (P), Salisbury (P) and Sharon (P).
35. Regional #4 receives students from Chester, Deep River (P) and Essex (P).
36. Regional #5 receives students from Bethany (P), Orange (P) and Woodbridge (P).
37. Regional #6 receives students from Goshen (P), Harwinton (P), Litchfield (P), Morris, Thomaston (P), Torrington (P) and Warren.
38. Regional #7 receives students from Barkhamsted (P), Colebrook (P), New Hartford (P) and Norfolk (P).
39. Regional #8 receives students from Andover (P), Hebron (P) and Marlborough (P).
40. Regional #9 receives students from Easton (P) and Redding (P).
41. Regional #10 receives students from Burlington (P) and Harwinton (P).
42. Regional #11 receives students from Chaplin (P), Hampton (P) and Scotland (P).
43. Regional #12 receives students from Bridgewater (P), Roxbury and Washington (P).
44. Regional #13 receives students from Durham (P) and Middlefield (P).
45. Regional #14 receives students from Ansonia (P), Beacon Falls (P), Bethlehem (P), Bridgewater (P), Monroe (P), Naugatuck (P), New Milford (P), Newtown (P), Oxford (P), Prospect (P), Seymour (P), Sherman (P), Southbury (P), Washington (P), Waterbury (P) and Woodbury (P).
46. Regional #15 receives students from Middlebury and Southbury (P).
47. Regional #17 receives students from Haddam (P) and Killingworth (P).
48. Regional #18 receives students from Lyme (P) and Old Lyme.
49. E. O. Smith receives students from Ashford (P), Chaplin (P), Coventry (P), Mansfield (P), Willington (P) and Windham (P).
50. Gilbert Academy receives students from Hartland (P) and Winchester (P).
51. Norwich Academy receives students from Bozrah (P), Canterbury (P), Franklin (P), Lisbon (P), Norwich (P), Preston (P), Salem (P), Sprague (P) and Voluntown (P).
52. Woodstock Academy receives students from Eastford (P), Pomfret (P) and Woodstock (P).
53. E. O'Brien VT receives students from Ansonia (P), Beacon Falls (P), Derby (P), Naugatuck (P), Oxford (P), Seymour (P) and Shelton (P).

54. Bullard-Haven VT receives students from Bridgeport (P), Fairfield (P), Monroe (P), Shelton (P), Stratford (P) and Trumbull (P).
55. Henry Abbott VT receives students from Bethel (P), Bridgewater (P), Brookfield (P), Danbury (P), Monroe (P), New Fairfield (P), New Milford (P), Newtown (P), Redding (P), Ridgefield (P), Sherman (P), Southbury (P) and Woodbury (P).
56. H. H. Ellis VT receives students from Brooklyn (P), Canterbury (P), Chaplin (P), Eastford (P), Griswold (P), Killingly (P), Plainfield (P), Pomfret (P), Putnam (P), Sterling (P), Thompson (P), Voluntown (P) and Woodstock (P).
57. Ella Grasso VT receives students from East Lyme (P), Groton (P), Ledyard (P), Lyme (P), Montville (P), New London (P), North Stonington (P), Norwich (P), Plainfield (P), Stonington (P) and Waterford (P).
58. Eli Whitney VT receives students from Bethany (P), Branford (P), East Haven (P), Hamden (P), New Haven (P), North Branford (P), North Haven (P) and West Haven (P).
59. A. I. Prince VT receives students from Bloomfield (P), East Hartford (P), Enfield (P), Glastonbury (P), Hartford (P), Vernon (P), West Hartford (P), Wethersfield (P), Windsor (P) and Windsor Locks (P).
60. Howell Cheney VT receives students from Bolton (P), Coventry (P), East Hartford (P), East Windsor (P), Ellington (P), Enfield (P), Glastonbury (P), Manchester (P), Somers (P), South Windsor (P), Tolland (P) and Vernon (P).
61. H. C. Wilcox VT receives students from Berlin (P), Cheshire (P), Meriden (P), Southington (P), Wallingford (P) and Wolcott (P).
62. Vinal VT receives students from Branford (P), Clinton (P), Cromwell (P), Deep River (P), Durham (P), East Haddam (P), East Hampton (P), Essex (P), Guilford (P), Haddam (P), Killingworth (P), Madison (P), Middlefield (P), Middletown (P), North Branford (P), Portland (P) and Rocky Hill (P).
63. Platt VT receives students from Ansonia (P), Bethany (P), Derby (P), Milford (P), Orange (P), Seymour (P), Shelton (P), Stratford (P), West Haven (P) and Woodbridge (P).
64. E. C. Goodwin VT receives students from Avon (P), Berlin (P), Bristol (P), Burlington (P), Cromwell (P), Farmington (P), Glastonbury (P), Manchester (P), New Britain (P), Newington (P), Plainville (P), Plymouth (P), Southington (P), West Hartford (P) and Wethersfield (P).
65. Norwich VT receives students from Bozrah (P), Canterbury (P), Colchester (P), Franklin (P), Griswold (P), Ledyard (P), Lisbon (P), Montville (P), North Stonington (P), Norwich (P), Preston (P), Salem (P), Sprague (P) and Voluntown (P).
66. J. M. Wright VT receives students from Darien (P), Norwalk (P) and Stamford (P).
67. O. Wolcott VT receives students from Avon (P), Barkhamsted (P), Bethlehem (P), Canaan (P), Colebrook (P), Goshen (P), Hartland (P), Harwinton (P), Kent (P), Litchfield (P), New Hartford (P), Norfolk (P), North Canaan (P), Salisbury (P), Sharon (P), Thomaston (P), Torrington (P) and Winchester (P).
68. W. F. Kaynor VT receives students from Beacon Falls (P), Naugatuck (P), Prospect (P), Southbury (P), Waterbury (P), Watertown (P), Wolcott (P) and Woodbury (P).
69. Windham VT receives students from Andover (P), Ashford (P), Bolton (P), Chaplin (P), Columbia (P), Coventry (P), Franklin (P), Hampton (P), Hebron (P), Lebanon (P), Mansfield (P), Marlborough (P), Scotland (P), Sprague (P), Stafford (P), Tolland (P), Union (P), Willington (P) and Windham (P).

BEST COPY AVAILABLE

TABLE 5

PARTICIPATION RATES FOR NINTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1982-83

District	Total Ninth-Grade Population	Students Eligible for Testing [1]	Students Tested but Excluded from Summary Data [2]	Percent of Eligible Students Tested [3]			
				Mathematics	Language Arts	Writing	Reading
Ansonia	166	159	9	95.0	95.0	96.9	95.6
Avon	167	166	12	98.8	98.8	98.8	98.2
Berlin	195	188	4	92.6	92.0	93.1	92.0
Bethel	288	274	12	96.7	96.0	98.2	97.4
Bloomfield	234	234	17	94.0	94.0	94.0	94.0
Bolton	68	67	2	98.5	100.0	100.0	98.5
Branford	262	262	7	92.7	92.7	92.7	92.0
Bridgeport	1761	1627	18	88.1	87.6	91.5	87.2
Bristol	770	767	58	95.3	95.7	95.7	95.4
Brookfield	263	261	4	95.4	94.3	96.2	94.6
Brooklyn	104	100	0	99.0	99.0	99.0	99.0
Canton	103	101	11	99.0	99.0	99.0	99.0
Cheshire	329	315	2	99.0	99.4	99.0	98.7
Clinton	167	167	0	97.0	97.6	96.4	97.0
Colchester	95	83	2	100.0	100.0	100.0	98.8
Coventry	116	116	7	95.7	94.8	94.8	96.6
Cromwell	88	82	0	100.0	100.0	98.8	100.0
Danbury	672	627	6	94.4	94.3	96.2	93.1
Darien	302	302	16	98.7	99.3	99.3	98.7
Derby	154	154	12	96.8	96.1	96.8	96.8
East Granby	58	58	2	100.0	100.0	100.0	100.0
East Haddam	72	63	3	100.0	100.0	100.0	100.0
E Hampton	113	105	1	94.3	94.3	94.3	94.3
E Hartford	691	690	74	84.6	84.3	87.7	86.5
East Haven	299	290	0	96.2	95.5	96.2	95.5
East Lyme	279	276	20	97.5	97.5	97.5	97.5
E Windsor	110	110	15	94.5	93.6	96.4	95.5
Ellington	157	145	0	86.9	87.6	88.3	86.9
Enfield	669	656	49	98.2	98.3	98.0	97.6
Fairfield	725	684	24	97.8	96.8	98.8	96.9
Farmington	209	198	8	99.0	99.0	99.0	99.0
Glastonbury	423	422	54	99.3	99.5	99.5	99.5
Granby	151	151	11	100.0	100.0	100.0	99.3
Greenwich	696	685	71	98.5	98.5	98.8	98.7
Griswold	114	109	0	95.4	95.4	95.4	92.7
Groton	372	369	16	99.2	98.6	99.2	98.6
Guilford	327	327	14	97.2	97.2	97.2	97.6
Hamden	445	443	24	98.4	98.0	98.2	97.5
Hartford	2084	1697	140	88.0	88.3	92.3	87.9
Killingly	282	279	15	96.4	95.3	96.4	95.0
Lebanon	95	82	1	100.0	100.0	100.0	100.0
Ledyard	250	249	8	98.8	98.8	98.8	98.8
Litchfield	109	102	8	100.0	100.0	100.0	100.0
Madison	272	272	0	98.5	98.2	98.2	98.2
Manchester	558	557	25	95.7	94.8	98.6	97.1
Meriden	705	637	0	95.2	95.3	95.9	95.9
Middletown	332	321	11	91.3	91.0	90.7	90.7

[1] The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.
[2] These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies
[3] These percentages include only those students receiving valid scores.

BEST COPY AVAILABLE

TABLE 5

PARTICIPATION RATES FOR NINTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1982-83

District	Total Ninth-Grade Population	Students Eligible for Testing [1]	Students Tested but Excluded [2] from Summary Data	Percent of Eligible Students Tested [3]			
				Mathematics	Language Arts	Writing	Reading
Milford	639	622	20	96.3	95.8	95.8	95.5
Monroe	283	277	1	97.8	98.2	99.3	97.8
Montville	208	195	3	95.4	94.9	95.4	95.4
Naugatuck	337	327	13	94.2	94.5	94.8	94.8
New Britain	669	568	16	78.3	78.2	74.5	74.6
New Canaan	319	294	1	97.3	97.3	96.9	97.3
N Fairfield	254	227	0	97.4	97.8	98.7	97.8
New Haven	1405	1278	16	87.6	86.4	89.9	88.8
Newington	393	388	0	94.1	95.1	95.4	94.1
New London	216	199	0	96.0	95.5	96.5	96.0
New Milford	341	327	0	96.3	96.0	96.0	95.7
Newtown	315	307	0	99.0	99.0	99.0	99.0
No Branford	147	147	8	100.0	100.0	99.3	100.0
North Haven	278	274	9	99.6	100.0	100.0	100.0
No Stonington	55	54	8	96.3	96.3	96.3	96.3
Norwalk	938	895	9	85.3	85.8	87.8	85.4
Old Saybrook	125	123	8	100.0	100.0	100.0	100.0
Plainfield	246	246	12	81.3	81.3	83.7	81.3
Plainville	192	192	9	97.9	99.5	99.0	99.0
Plymouth	161	157	0	99.4	98.7	100.0	99.4
Portland	97	95	1	100.0	100.0	100.0	100.0
Putnam	148	148	17	97.3	100.0	99.3	98.6
Ridgefield	363	363	20	99.4	99.2	99.4	99.4
Rocky Hill	144	144	5	94.4	94.4	93.8	93.8
Seymour	209	209	11	96.7	97.6	97.6	97.6
Shelton	386	382	0	91.6	90.3	90.6	91.6
Simsbury	355	353	19	100.0	100.0	100.0	100.0
Somers	124	124	17	96.8	96.0	96.8	96.0
Southington	535	532	26	99.1	98.9	99.4	99.1
So Windsor	306	304	12	99.7	99.7	99.7	99.7
Stafford	143	139	0	97.1	97.1	96.4	96.4
Stamford	983	953	40	89.6	91.2	91.7	89.0
Stonington	185	183	0	100.0	100.0	100.0	100.0
Stratford	608	570	0	97.9	98.2	98.2	98.6
Suffield	158	156	13	99.4	97.4	98.1	98.7
Thomaston	86	77	0	100.0	100.0	100.0	100.0
Thompson	112	99	2	100.0	100.0	100.0	100.0
Tolland	169	169	8	97.6	97.6	98.2	97.6
Torrington	387	368	27	94.6	95.7	95.7	94.8
Trumbull	509	502	24	98.8	98.6	98.4	98.0
Vernon	406	401	35	97.3	96.0	99.3	97.0
Wallingford	502	502	30	97.8	97.4	97.2	97.2
Waterbury	968	915	35	96.7	97.0	97.4	96.2
Waterford	267	256	18	94.1	93.8	93.8	93.8
Watertown	290	285	17	97.9	97.9	98.2	97.9
Westbrook	52	49	1	100.0	100.0	100.0	100.0
W Hartford	649	627	0	100.0	100.0	99.8	100.0

[1] The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.
[2] These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies.
[3] These percentages include only those students receiving valid scores.

TABLE 5

PARTICIPATION RATES FOR NINTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1982-83

District	Total Ninth-Grade Population	Students Eligible [1] for Testing	Students Tested but Excluded [2] from Summary Data	Percent of Eligible Students Tested [3]			
				Mathematics	Language Arts	Writing	Reading
West Haven	449	439	32	96.6	96.8	96.8	96.1
Weston	161	161	0	98.8	98.8	98.8	98.1
Westport	452	432	29	97.9	97.9	97.7	97.7
Wethersfield	328	320	2	100.0	100.0	100.0	100.0
Wilton	300	297	18	96.6	96.6	97.0	97.0
Windham	332	308	0	96.4	96.1	96.8	96.8
Windsor	350	346	35	98.3	98.0	97.4	97.7
Windsor Locks	192	184	11	94.6	94.6	96.2	94.6
Wolcott	238	238	13	99.6	99.6	99.2	99.2
Region #1	124	118	9	100.0	99.2	100.0	100.0
Region #4	146	145	12	94.5	94.5	94.5	94.5
Region #5	397	397	30	99.2	99.2	99.2	99.2
Region #6	91	76	4	100.0	100.0	100.0	100.0
Region #7	170	158	0	100.0	100.0	100.0	100.0
Region #8	198	191	16	97.4	97.4	97.4	97.4
Region #9	175	175	16	98.9	98.3	98.9	98.9
Region #10	178	176	17	90.9	90.3	91.5	92.0
Region #11	63	63	0	98.4	92.1	95.2	98.4
Region #12	85	85	6	100.0	98.8	98.8	100.0
Region #13	133	126	10	100.0	99.2	100.0	99.2
Region #14	170	170	27	98.8	98.8	98.8	98.8
Region #15	235	228	10	89.9	91.2	91.2	90.4
Region #17	141	139	8	100.0	100.0	100.0	100.0
Region #18	116	115	7	100.0	100.0	100.0	100.0
E. O. Smith	171	169	19	100.0	100.0	100.0	100.0
Gilbert Sch	170	164	4	83.5	83.5	84.8	82.9
Norwich Free	569	555	15	94.2	92.8	93.7	93.0
Woodstock Acad	88	79	2	100.0	100.0	100.0	100.0
Emmett O'Brien	158	156	0	99.4	99.4	99.4	99.4
Bullard-Havens	248	248	0	98.0	98.0	98.8	97.6
Henry Abbott	212	196	24	98.0	98.5	99.0	98.5
H. H. Ellis	124	116	7	100.0	100.0	100.0	100.0
Grasso Southeast	217	217	12	99.5	99.5	99.5	99.5
Eli Whitney	209	209	5	99.5	99.5	99.5	99.0
A. I. Prince	204	199	25	99.5	98.0	100.0	98.5
Howell Cheney	159	159	0	99.4	100.0	98.1	98.7
H. C. Wilcox	219	219	12	99.1	99.5	99.5	99.5
Vinal	161	153	0	100.0	100.0	100.0	100.0
Platt	197	196	0	99.5	100.0	100.0	99.5
E. C. Goodwin	260	260	28	99.6	100.0	100.0	100.0
Norwich Tech	171	171	0	98.2	98.8	97.7	98.8
J. M. Wright	232	232	0	96.1	94.0	97.0	95.7
Oliver Wolcott	180	180	15	99.4	100.0	100.0	99.4
W. F. Kaynor	237	237	0	94.9	95.8	97.5	94.5
Windham Tech	148	148	20	100.0	100.0	99.3	100.0

[1] The number of eligible students is determined by excluding certain Special Education, Bilingual, and English-as-a-Second-Language (ESL) students from the total population of ninth-grade students.
[2] These are students designated "handicapped exclude" (HE) or "Bilingual" (B) by local education agencies
[3] These percentages include only those students receiving valid scores.

CONNECTICUT BASIC SKILLS PROFICIENCY TESTING PROGRAM FALL 1982

INDIVIDUAL STUDENT REPORT

STUDENT NAME: JONES JAMES 03-13 DISTRICT: THIRD DISTRICT GRADE: 9

STUDENT ID SCHOOL: FIRST SCHOOL

	MATHEMATICS				LANGUAGE ARTS				WRITING SAMPLE	READING
	COMPUTATION	CONCEPTS	PROBLEM SOLVING	TOTAL	MECHANICS	COMPOSING	LIBRARY SKILLS	TOTAL		
STUDENT'S SCORE	47.3%	40.0%	40.7%	43.1%	80.0%	94.6%	37.5%	72.2%	3	70
STATEWIDE LEVEL OF EXPECTED PERFORMANCE (SLOEP)				62%				50%	4	55

YOU HAVE SCORED AT OR ABOVE SLOEP ON: LANGUAGE ARTS READING

YOU HAVE SCORED BELOW SLOEP ON: MATHEMATICS WRITING

YOUR SCHOOL SHOULD DIAGNOSE YOUR SKILLS IN THESE AREAS AND, IF NECESSARY, PROVIDE YOU WITH REMEDIAL HELP. YOU WILL NEED TO BE RETESTED ANNUALLY IN THESE AREAS UNTIL YOU REACH OR EXCEED THE SLOEPS.

IF YOU HAVE QUESTIONS CONCERNING YOUR SCORES, CONTACT YOUR TEACHER OR PRINCIPAL.

ABOUT THE EERA TESTING PROGRAM: The basic skills test is one part of the Education Evaluation and Remedial Assistance (EERA) Act, passed in 1978. Two major purposes of the law are to help students acquire proficiency in the basic skills and to gather information that will help improve school programs. In addition, the law was amended in 1982 to require that students who scored below the Statewide Level of Expected Performance (SLOEP) on any part of the statewide proficiency test must be retested annually in the area(s) of weakness until they score at or above the statewide standard.

WHAT THE TESTS MEASURE: There are four parts to the EERA basic skills proficiency examination: Mathematics, Language Arts, Writing Sample, and Reading. The tests were designed to measure those skills that students should have acquired after eight years of school. The mathematics test measures three skill areas: Computation, Concepts, and Problem Solving. The Language Arts Test also measures three skill areas: Mechanics of Written Expression, Composition, and the use of library and reference materials. The writing sample measures a student's writing skills, as demonstrated on a 25-minute exercise describing a personal experience. The reading test measures a student's ability to understand nonfiction reading material. The test identifies the level of reading material that a student can read with comprehension.

STATEWIDE LEVEL OF EXPECTED PERFORMANCE (SLOEP): A SLOEP has been set to represent minimum proficiency on each of the four tests. The SLOEPs for the tests are presented above. Each SLOEP was established by Connecticut educators to identify those students whose achievement is significantly below grade level. Such students should receive further diagnosis by the local school, and if necessary, be provided with remedial assistance.

THE TEST SCORES: For the Mathematics and Language Arts tests, scores are the percent of test questions answered correctly. A percent correct score is given above for each skill area and for total mathematics and total language arts. The writing sample score is expressed on a scale of 2 to 8 where 8 represents a very well-written essay. The reading score represents the total number of questions answered correctly. There were 98 questions on the reading test. If asterisks (**) appear above for a particular test, this means the student was absent, the answers were not scorable, or the student was not required to take the test.

FIGURE 2

BEST COPY AVAILABLE

APPENDIX A

The following student papers are representative samples of papers receiving summed holistic scores of 2, 4, 6, 8, and 0. Since each paper was scored by two readers on a scale of 1 to 4, a student's final score is on a range from 2 to 8. The Statewide Level of Expected Performance is a summed score of 4; students receiving a 2 or a 3 should receive further diagnosis at their local schools. (See pages 12-14 for a fuller explanation of holistic scoring.)

Students were asked to respond to the following essay topic:

> Most of us have experienced important changes in our life. We may move, make new friends, or begin participating in a new sport.
>
> Remember an important change in your life. Write a composition about this change. You may want to tell what happened to cause the change.
>
> Your composition will be read and scored by two Connecticut English teachers. Write your composition so that the teachers who read it will understand what happened.

SAMPLE PAPERS REPRESENTING THE SCORING RANGE
FOR THE WRITING SAMPLE.

HOLISTIC SCORE OF 2 (TWO RATINGS OF 1)

I moved from Califonria to conn.
I had to make new friends it was hard.
And some time it look like you wouldn't
make eney friends. Then some one come
to say hi and to take with you. And then
all his friend comes. to say hi to you.
it is like a chin reaction.

3

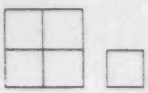
SAMPLE PAPERS REPRESENTING THE SCORING RANGE
FOR THE WRITING SAMPLE.

HOLISTIC SCORE OF 4 (TWO RATINGS OF 2)

The changes that took place were getting out of Middle School and going into High school were I made a lot more friends and got closer with my old friends. I'm able to stay out late at night and do more things that I went to.

My other changes are I've gotten taller and I lost a lot of wieght. Over the summer I really found out who my best friends really are. Lovers, but most of my friends are cool were like one little family you know.

I never went on really enjoyed sports but I do like running and soccer, football. I joined cross country this year and I really did enjoy it I'll go out for crew and track in the Spring and I'll be 16 in July and I'll get my car.



SAMPLE PAPERS REPRESENTING THE SCORING RANGE
FOR THE WRITING SAMPLE.

HOLISTIC SCORE OF 6 (TWO RATINGS OF 3)

A very important change happened to me a long time ago. I started to take karate for self defense. But soon after I took that class I learned more than self defense. I learned to eat a balanced diet every day and get a good night's sleep. This would keep me physically strong to help my body grow and develope. It would also keep me mentally awake to do good in school. My karate instructed taught us all of these things besides the art of karate itself. I learn a great lesson from this class that eating right and sleeping right is good for you. This was a big change for me. It helps me live a more healthy life.

3

SAMPLE PAPERS REPRESENTING THE SCORING RANGE FOR THE WRITING SAMPLE.

HOLISTIC SCORE OF 8 (TWO RATINGS OF 4)

At the beginning of my freshman year I began participating in racing with our school's cross country team.

We have a boys and girls team with a total of about 23 members. We race against other schools team in our region weekly, but we practice daily. We practice by doing hill sprints or distance runs. Hill sprints are very tiring for we must sprint as quickly as we can up a large hill repeatedly, usually about eight to ten times.

Distance runs are fun because we run at an easy pace as a team. We usually go between five and eight miles but the day before a meet against another school, we only jog three, so not to tire ourselves for the next day's race.

On the day of the meet we are careful of what we eat, because some foods such as excessive amounts of milk, cause cramps making it hard for a person to run at his or her best.

Before the meet we walk the trail we are going to run, taking note of specific turns we are to make. We then do a series of warm up exercises which involves about twenty minutes of various stretches.

SAMPLE PAPERS REPRESENTING THE SCORING RANGE FOR THE WRITING SAMPLE.

HOLISTIC SCORE OF 8 (CONTINUED)

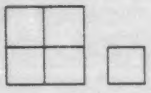
We then line up and at the sound of the gun we start off. At first everyone is bunched together, but because everyone has different paces we quickly spread apart. We sprint the last 100 yards to finish with a good time. We are timed so that we can improve and in a sense race ourselves not just the other team.

I find the Cross country team a fun and rewarding activity to participate in.

SAMPLE PAPERS REPRESENTING THE SCORING RANGE
FOR THE WRITING SAMPLE.

HOLISTIC SCORE OF 0 (TWO RATINGS OF 0)

IT was a very cold, and damp November night. A blizzard had started to come about. IT was Becomen Later an Later. The Time was about 10:30 when all the Light's went out. The Phone Lines were also down. AFTer back broken minute's, Big brother Kenny, Found The radio, in an instead The duracell's went in. When After Turning The dial a Few Times we found a station That had axe. Power. Then when my mother Favorite song was over, Blue moon, was The name of it. The disc-Jockey announced That "The mass murderer had escape." "He believed To have a 45 magnum automatic on him, Take shelter and arm yourselves." When everybody restored there cool, Dad Took The Longest Knife with The biggest blade and Shapest blade. We all grew closer together as we reached the house. When we knew we were safe. We quietly



3

SAMPLE PAPERS REPRESENTING THE SCORING RANGE
FOR THE WRITING SAMPLE.

HOLISTIC SCORE OF 0 (CONTINUED)

Put the radio on, just in time to hear, that we had been caught 50 miles away. We all were so relieved. The power & phone lines were fixed the next day.

This is all Fiction

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Division of Educational Administration
Robert Lamitie, Associate Commissioner

Bureau of Research, Planning and Evaluation
Pascal D. Forgione, Jr., Chief

Assessment, Testing, and Evaluation Unit
Douglas A. Rindone, Coordinator
Peter Behuniak, EERA Project Director

Division of Elementary and Secondary Education
Robert I. Margolin, Associate Commissioner

Bureau of Curriculum and Staff Development
Betty J. Sternberg, Chief
Robert Kinder, Consultant, Reading/Language Arts
Steven Leinwand, Consultant, Mathematics

QUI
TRANSTULIT
SUSTINET